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ABSTRACT

This Exemplary Activities Handbook for senior high is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: English, Fine Arts, Foreign Languages, Guidance, Health and Physical Education, Mathematics, Practical Arts, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
SENIOR HIGH

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
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Practical Arts Activities
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Social Studies Activities
Appendicies

INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning Areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING

(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS

(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

ENGLISH ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Students pair off with classmates they feel they know fairly well. Each person is to jot down notes about what the other is like: interests, activities, hobbies, likes and dislikes, talents, abilities and strong personality traits. At the end of the list, the student is to predict the occupation the partner might be likely to choose.

Goal 1.1

2. Have the students use a suggested outline to prepare autobiographies. Encourage them to include relevant photographs in their final copies. Allow several class periods for them to read those of other students.

Goal 1.2

Autobiography Outline

I. Early Life
   - A. Where and when born
   - B. Earliest remembrances
   - C. Early experiences

II. Family
   - A. Size of family
   - B. Number of brothers and sisters
   - C. Favorite family pastime

III. Friends
   - A. Who they are
   - B. Things we do together
   - C. Influential people in my life

IV. School experiences
   - A. Early school life (1-5)
   - B. Recent school experiences

V. Likes and dislikes
   - A. Likes
   - B. Dislikes

VI. Goals for the future
   - A. Educational
   - B. Occupational
   - C. Other

3. Select characters from literature and compare them according to the categories of:
   - a. living with understanding
   - b. peculiarities
   - c. approach to problems
   - d. personality traits
   - e. attempts at self-improvement

   Have the students analyze themselves according to the same categories.

Goal 1.2

Notes	
Self Knowledge	
Goal 1.2	4. Ask the students to select a character from literature and examine his or her influence on: a. family b. friends c. jobs d. social problems e. cultural interests f. country and politics g. education Have the students analyze their own actions and activities under the various categories.
Goal 1.2	5. Ask the students to make collages depicting significant aspects of their past, present and projected future lives. They can use such things as pictures, newspaper clippings and favorite proverbs. These significant aspects could include people, places, objects and events.
Goal 1.3	6. Have the students clip pictures from magazines and newspapers of people who are displaying the use of body language. Have them supply captions for the pictures and share them in small groups.
Goal 1.3	7. Have the students each draw a circle and divide it into quarters. In each quarter they will write a word which describes a feeling they have had today or have now. Then have them divide into small groups. They will take turns sharing their feeling words and the causes of the feelings.
Goal 1.3	8. Have the students bring clippings of letters to the editor from the editorial pages of newspapers. They should drop the clippings into a "hat" and then draw one out. Have them research and respond to the letter in writing.
Goal 1.3	9. People wear T-shirts for many different reasons. Some wear them to identify themselves with a group or an idea, or to state a belief. They are worn sometimes just to get a laugh. Think of a shirt you'd like to wear, then draw a picture of it. If you want to, you can design both a front and back. Have the students explain the finished products in small groups.

10. Present the guidelines for brainstorming:

    a. Try for many ideas.
    b. Let the ideas be wild.
    c. Do not judge the ideas.
    d. Use the ideas of others.

    Have the students work in small groups to brainstorm lists of feeling words. Then have them sort these into two categories: PLEASANT or UNPLEASANT.

    Explain that being able to label feelings is important because it helps us to:
    --know what they are.
    --express them.
    --listen to others express them.

Notes

Self Knowledge

Goal 1.3

Goal 1.3

11. Let the students use this sentence completion to think about different things that evoke feelings. They can repeat the activity at several points during the year and compare their responses.

    1. I feel uncomfortable when . . .
    2. I am proud when . . .
    3. The best thing that happened to me today . . .
    4. The hardest thing for me to do . . .
    5. I would tell a secret to . . .
    6. When I daydream or dream during sleep it is usually about . . .
    7. I hate . . .
    8. I am happiest when . . .
    9. I wish teachers . . .
    10. If I had one wish . . .
    11. I get angry when . . .
    12. I hope I'll never . . .
    13. The thing that scares me the most . . .
    14. My friends say that I am . . .
    15. I feel lonely when . . .
    16. The thing I would like to change about myself the most is . . .
    17. The one thing I would change about the world to make it a better place is . . .
    18. Women are . . .
    19. Men are . . .
    20. Relatives are . . .
    21. I love to . . .
    22. My favorite hobby or sport is . . .
    23. My boss is . . .
    24. I would like to see . . .
    25. I often worry about . . .

Goal 1.3

Notes

Self Knowledge

Goal 1.3

12. Ask the students to bring tokens (pictures, proverbs, objects and so on) which they associate with each of these emotions in their lives:
--satisfaction
--frustration
--warmth
--insecurity

Have them explain their tokens in small groups. They could, instead, record these experiences in their personal journals.

Goal 1.4

13. This activity is a beginning lesson in awareness of sexist terminology.

Language plays a central role in socialization, for it helps teach children the roles that are expected of them. Through language, children conceptualize their world. Thought and action are reflected in words; words, in turn, condition how a person thinks and acts. Eliminating sexist language will not eliminate sexist conduct, but as the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, caring roles.

For each sexist word or term listed below, supply at least one non-sexist alternative. Do not simply use "person" for the alternative.

1. chairman
2. mankind
3. fireman
4. man-made
5. mailman
6. businessman
7. policeman and policewoman
8. weatherman
9. the common man
10. cameraman

After students have attempted to devise non-sexist alternatives, distribute copies of the following information from an article in NCTE March, 1976.

OMISSION OF WOMEN

1. Although "man" in its original sense carried the dual meaning of adult human and adult male, its meaning has come to be so closely identified with adult male that the generic use of "man" and other words with masculine markers should be avoided whenever possible.

13. Continued

Examples	Alternatives
mankind	humanity, human beings, people
man's achievements	human achievements
the best man for the job	the best person for the job, the best man or woman for the job
man-made	synthetic, manufactured, crafted, machine-made
the common man	the average person, ordinary people

2. The use of "man" in occupational terms when persons holding the jobs could be either female or male should be avoided. English is such a rich language that alternatives to the much maligned -- person (as in congressperson) can almost always be found (representative).

Examples	Alternatives
chairman	coordinator (of a committee or department), moderator (of a meeting), presiding officer, head, chair
businessman, fireman, mailman	business executive or manager, fire fighter, mail carrier

In the interest of parallel treatment, job titles for women and men should be the same.

Examples	Alternatives
steward or stewardess	flight attendant
policeman or policewoman	police officer

"New NCTE Guidelines Encourage Nonsexist Use of Language" (NCTE March, 1976) discusses solutions for general problems in use of nonsexist language. The problems are:
a. omission of women
b. demeaning women
c. sex-role stereotyping

This article also presents specific problems. They are related to under-representation of females and female writers and scholars. The problems occur in:
a. booklists

Notes

Self Knowledge

Goal 1.4

Notes

Self Knowledge

Goal 1.4

13. Continued

b. books or collections of articles discussing professional issues
c. teaching units
d. research
e. reference books (bibliographies, indexes, style manuals and teacher's guides)
f. journal articles

Reprints are available from
NCTE
1111 Kenyon Road
Urbana, Illinois 61801

1-15 copies free; more than 15, 6¢ each prepaid). Ask for stock number 19719.

II. Life Roles, Settings and Events

Notes

Life Roles, Settings and Events

14. From the classified ad section of local and regional newspapers, each student should clip three job openings which require English-related skills.

    These want ads may be posted on a bulletin board under either of two categories: LOCAL JOBS or REGIONAL JOBS.

Goal 2.1

15. Below are listed several selections from American literature which can be appropriate for discussion of students' concept of worth and value. When appropriate (using these selections or selections of your own choosing) include discussion regarding worth of the individual, the importance of the individual, the occupational class systems in effect and so on.

    a. Writings of Jefferson
    b. Writings of Thoreau and Emerson
    c. Crane's "Mystery of Heroism"
    d. Frost's "Death of the Hired Man"
    e. Sandburg's "Chicago"
    f. Robinson's and Master's poetic characters
    g. Williams' "The Glass Menagerie"

Goal 2.1

16. Have the students each choose an actor or director and research that person's life style. They can each present that person's biography orally to fellow class members.

Elia Kazan	Joshua Logan
Lawrence Langner	Billy Rose
Robert Whitehead	Leland Heyward
George Schaefer	George Abbot
Max Gordon	Margaret Webster
Tyrone Guthrie	Jose Ferrer
Katherine Cornell	Laurence Olivier
Tallula Bankhead	Helen Hays
Federic March	Sidney Poiter

Goal 2.2

17. Have the students interview former high school students who are now working. Have them report to the class the daily activities of the interviewees.

Goal 2.2

18. Have the students pantomime themselves engaged in their favorite leisure-time activities. Class members can try to guess each pantomime.

Goal 2.3

19. Help students learn how to evaluate magazines, improve their reading lists and increase their awareness of individual magazines. Have them answer on paper the questions below.

    a. What magazines do you read regularly?

Goal 2.3

Notes	
Life Roles, Settings and Events Goal 2.3	19. Continued b. What magazines do you read sometimes? c. Which magazines does your family subscribe to? d. List many magazine titles. Classify them: 1. Applied Science 2. Book Reviewing and Library Magazine 3. Family Living 4. Fine Arts and Recreation 5. Nature, Science and Outdoor Life 6. World Today If your magazines do not seem to fit into these categories, you may use others. Mark with a star those magazines which you think are best. e. List reasons for reading magazines
Goal 2.3	20. Here is another activity to use with magazine reading. Examine four different types of magazines. Answer on paper the following questions concerning each magazine examined. 1. Classify each magazine, using a term that indicates the field each covers. Be sure to list the name of the magazine. 2. Name the publisher, frequency of publication, circulation and age of magazine. (See masthead.) 3. Is the purpose of the magazine primarily to inform? to entertain? to inspire? or a combination? (Prove it with examples.) 4. Analyze contents of magazines as proportion of of fiction, non-fiction, pictures, cartoon, illustrations and advertising. 5. Analyze articles as to timeliness, interest and value. 6. Categorize fiction according to (1) recognized authors, (2) illustrative material, (3) life-like characters and problems. 7. Determine reader interest, judging by content and advertising. 8. Criticize general makeup: size, cover, arrangement of contents, quality of paper and so on. (Criticism assumes there are imperfections as well as values. The best criticism points out both the good and bad features.)
Goal 2.3	21. Have each person in the class write an advertisement for a specific landmark, or tourist attraction in the St. Louis area. (Teacher can identify other areas appropriate for geographic location of school system). The student should provide information which would encourage the listener to visit the landmark. Each student will deliver his or her presentation to the class. The students can send for brochures or create original advertising bulletins for distribution during their presentations.

22. List twenty varied occupations on the board. Ask the students to choose ten or more from the list and make up a story using all ten. The story should be at least two pages in length. The students will be graded on such things as creativity, understanding of the occupations, grammar, punctuation and spelling. Resource books describing the twenty occupations listed could be made available in the classroom for easy reference. These resource books include the Occupational Handbook, The Dictionary of Occupational Titles and The Encyclopedia of Careers.

Here are examples of twenty occupations that could be used for the short story.

Waitress	Truck driver
Banker	Hair stylist
Philosopher	Football player
Forest ranger	Mechanic
Teacher	Weather forecaster
Philanthropist	Secretary
Army Officer	Lawyer
Oceanographer	Air traffic controller
Architect	Civil engineer
Interior decorator	Jeweler

23. Many students in Independent Study classes have chosen to research occupations they show interest in. Using library facilities, guidance office materials and reponses to correspondence, students have garnered practical and important information about occupations. For example, one student contracted to study the financial aspects of upholstering. In the process, he contacted several small merchants, and got first-hand information about current charges and material costs. He also became interested in the history of upholstering -- even in the term itself.

24. Following are a few of the many occupations in the world today. Can you match the name of the occupation with its duties? (When stumped, a dictionary might help.)

A. Optometrist	I. Meteorologist
B. Lapidary	J. Confectioner
C. Statistician	K. Optician
D. Cosmetologist	L. Chauffer
E. Horticulturist	M. Anthropologist
F. Orthopedist	N. Choreographer
G. Archaeologist	O. Cartographer
H. Podiatrist	

____1. Specializes in cultivation of gardens or orchards

____2. Makes or sells eyeglasses

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

24. Continued

____3. Treats foot disorders.
____4. Studies characteristics and customs of groups of people living today
____5. Studies the life and culture of ancient people by excavation of ancient cities and ruins
____6. Cuts, polishes and engraves precious stones
____7. Studies the weather and climate
____8. Examines the eyes and prescribes glasses to correct any defect
____9. Treats deformities, diseases and injuries of the bones and joints
___10. Designs or arranges the movements of a ballet
___11. Works with numerical facts and data
___12. Makes or sells candy or ice cream
___13. Drives an automobile for someone else
___14. Makes or sells beauty products such as powder, lipstick and rouge
___15. Makes maps or charts

Goal 2.4

25. Distribute three copies of the handout titled OCCUPATIONAL EXPLORATION to each student. Have them use the forms to interview three adults whose work is interesting. Tell them to omit the indented items under "Occupation." (They can fill this in later if you choose to teach them to decode the classification numbers of the occupations in the D.O.T.)

OCCUPATIONAL EXPLORATION

Student's name _____ Date _____

Person Interviewed _____

Occupation _____

D.O.T. number _____

To left of decimal:
Occupational Category* _____
Occupational Division _____
Occupational Group _____

To right of decimal:
Relationship to Data _____
Relationship to People _____
Relationship to Things _____

Occupational Preparation _____
High School _____
Technical or Special _____
College _____
Graduate or Professional School _____

INTERVIEW QUESTIONS

1. What is your present position?
2. How long have you held the position?
3. What are the duties of your occupation?
4. How much education is required?

25. Continued

5. What special training is needed?
6. What is the average annual income for persons in your occupation? What is the top income expected?
7. What will be the need for a worker in this occupation 25 years from now?
8. What do you like most about your occupation?
9. What do you like least?

Have your guidance counselor help you introduce the standard job reference book, the Dictionary of Occupational Titles. It is put out by the U.S. Department of Labor. It has a complete listing of 24,000 jobs existing in our economy. Volume I lists (in alphabetical order) and defines the occupations. Volume II demonstrates a method of grouping jobs to show how they are interrelated and classifies the abilities, vocational experiences and potentials of workers.

The use of Volume I is quite obvious. The use of Volume II can be taught by sequentially developing the digits, first, to the left of the decimal point and them to the right. If you choose to teach this, the students can practice by supplying the indented items under "Occupation" on the handout titled OCCUPATIONAL EXPLORATION.

Divide a loose-leaf notebook into the nine occupational categories of the Dictionary of Occupational Titles. Write one occupational category name and number on each index tab.

0 professional, technical and
1 managerial occupations
2 clerical and sales occupations
3 service occupations
4 farming, fishery and forestry occupations
5 processing occupations
6 machine trades occupations
7 bench work occupations
8 structural occupations
9 miscellaneous occupations

Have the students sort and place their interview forms in the different sections of the notebook you prepared above. (This will correspond with the starred * item on the handout titled OCCUPATIONAL EXPLORATION.)

Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

26. This activity is designed to help students match interests, occupations and abilities.

If the results of an interest inventory showed you had one of the following, list two (2) occupations you might pursue which require the interest of this type.

1.	Outdoor	(a)_____	(b) _____
2.	Mechanical	(a)_____	(b) _____
3.	Computational	(a)_____	(b) _____
4.	Scientific	(a)_____	(b) _____
5.	Persuasive	(a)_____	(b) _____
6.	Artistic	(a)_____	(b) _____
7.	Literary	(a)_____	(b) _____
8.	Musical	(a)_____	(b) _____
9.	Social service	(a)_____	(b) _____
10.	Clerical	(a)_____	(b) _____

List two (2) occupations which require the following abilities:

1.	Verbal comprehension	(a)_____	(b) _____
2.	Reasoning	(a)_____	(b) _____
3.	Numerical	(a)_____	(b) _____
4.	Spatial relationships	(a)_____	(b) _____
5.	Mechanical comprehension	(a)_____	(b) _____
6.	Physical	(a)_____	(b) _____
7.	Scientific	(a)_____	(b) _____
8.	Creative	(a)_____	(b) _____

Goal 2.4

27. This activity should be completed and kept in a cumulative self-awareness folder for each student.

CLUBS AND ORGANIZATIONS
(Include length of membership, record of participation and offices held.)

Organization	Things I don't like about it	Things I like about it

27. Continued

SOCIAL LIFE

Activity	Things I don't like about it	Things I like about it

HOBBIES, MAGAZINES, TRAVEL AND SO ON

Activity	Things I don't like about it	Things I like about it

Do you see any pattern in your likes and dislikes? How can an understanding of the likes and dislikes listed above help you in selecting your occupation?

Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Planning

Goal 3.1

III. Life Planning

28. Below is a list of 17 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important to you. Place a 2 next to the value which is second most important to you and so on. The value which is least important, relative to others, should be ranked 17.

Work slowly and think carefully. If you change your mind, feel free to change your answer. The end result should show how you really feel.

_____A COMFORTABLE LIFE (a prosperous life)

_____EQUALITY (brotherhood, equal opportunity for all)

_____AN EXCITING LIFE (a stimulating, active life)

_____FAMILY SECURITY (taking care of loved ones)

_____FREEDOM (independence, free choice)

_____HAPPINESS (contentedness)

_____INNER HARMONY (freedom from inner conflict)

_____NATIONAL SECURITY (protection from attack)

_____PLEASURE (an enjoyable, leisurely life)

_____SALVATION (deliverance from sin, eternal life)

_____SELF RESPECT (self esteem)

_____A SENSE OF ACCOMPLISHMENT (making a lasting contribution)

_____SOCIAL RECOGNITION (respect, admiration)

_____TRUE FRIENDSHIP (close companionship)

_____WISDOM (a mature understanding of life)

_____A WORLD OF PEACE (freedom from war and conflict)

_____A WORLD OF BEAUTY (beauty of nature and the arts)

Goal 3.1

29. One important fact of American education is zero population growth. Many schools are faced with decreasing numbers of students, but universities and colleges continue to produce large numbers of teachers. The result is "teacher surplus."

You are a member of a committee for re-hiring teachers for a small elementary school. A significant drop in population makes it necessary to reduce staff of ten teachers to seven. You have two tasks. First as an individual, you must select seven teachers from 10 listed below.

29. Continued

A. A 30-year-old female teacher with seven years of experience. She is a traditional teacher who enjoys having her own classroom and sees her job largely as training good citizens. Her husband is a member of the local board of education and is considered an educational innovator in the community. Last year he was responsible for changing the evaluation system from the old "A-B-C" to "E-S-P."

B. A 56-year-old female with 25 years of experience. She specializes in P. E., music and art. She commands respect and discipline in her classroom and, on occasion, has paddled students. She owns a farm and often invites children for the weekend.

C. A black male social studies major, 24 years old, with 2 years of teaching experience plus a year's service in the Peace Corps. He is constantly in trouble with the principal over discipline in the classroom and was a ringleader for teacher demands for a pay raise last year. He is currently forming a committee to investigate racism in the school district.

D. A 35-year-old-male teacher with 12 years of experience. He is currently working on his Ph. D. in Educational Administration. A faculty leader in curriculum development, he is responsible for writing the sixth grade unit on South America. He also is responsible for maintaining student discipline. He takes pride in his commitment to education.

E. A 40-year-old female teacher with 15 years of experience. She is known on the staff as the "flower lady." She shuns all violence and competition in her classroom. She has been assigned for the past three years to the "slow" class. She has been accused by you, the principal, of conducting a laissez-faire classroom where very little learning takes place. She frequently demonstrates concern about staff members and often consoles children and other staff members.

F. A 22-year-old female, first-year teacher. She believes traditional education is obsolete. She often departs from the prescribed curriculum and uses innovative techniques. Several parents have complained that their children are not learning the basic skills in her classroom. She plans to get married during the summer.

Notes

Life Planning

Goal 3.1

Notes

Life Planning

Goal 3.1

29. Continued

G. A 30 year-old male teacher with six years of experience and 3 years in the U.S. Marine Corps. He has expressed a preference for moving up to junior high school, but no vacancies have been available. He is considered by the principal to be a strict teacher who makes strong demands on his students. His classes always score highest on standardized tests. He is currently working on a committee to evaluate teacher performance.

H. A 27 year-old female teacher with 6 years of experience. She has been employed in five different school districts. She has experience in several different grade levels. She is considered an excellent teacher by her fellow teachers, but has been severely criticized by the principal for excessive absenteeism.

I. A 46 year-old part-time teacher-administrator. He is admired and respected by teachers and acts as liaison between teachers and principal. He hopes to have his own school soon. He spends a lot of time directing extracurricular and after-school activities. Members of the staff believe it is he who really runs the school.

J. A 37 year-old female teacher with 11 years of experience. She is considered by the principal and the staff to be an effective and innovative teacher. She is currently setting up student research centers throughout the school. She is in charge of student teachers from the local college where she teaches evening classes in education.

When students have made their choices, have them explain these to each other in small groups.

Goal 3.2

30. Values are often reflected in the goals we set for ourselves or the aspirations we hold dear to us. For this activity, think of goals as the definite plans we make and aspirations as our dreams and our fantasies. Goals, therefore, will mean the intentions that we think we can realistically attain. Aspirations will include, in particular, those objects which may be unrealistic.

Using a chart like the one that follows, write in as many goals or aspirations as you can think of in each of the categories: Personal, Interpersonal and Environmental.

30. Continued

Personal: These are the goals and aspirations of self-improvement. Include any goals or aspirations that may make it possible for you to change or modify anything about your behavior, appearance, habits, knowledge or future that you desire.

Interpersonal: These are the goals and aspirations of changing relations with others. Include any statements that may change or modify the way you get along with others. Although a personal goal may affect your interpersonal goal, the difference lies mainly in the relationship you emphasize between yourself and others.

Environmental: These are the goals and aspirations of changing anything in your environment. With people, they involve broader relationships such as trying to influence the vote of your senator or congressional representative. With things, they involve changing the conditions of places in which you work, play and live.

The style in which you write your goals and aspirations is not important, but it may be helpful to start them off with the phrases such as:

I really want to . . .
When I'm 16, I plan to . . .
Next Saturday I'm going to . . .

	Goals	Aspirations
Personal		
Interpersonal		
Environmental		

31. Goals that never get beyond the writing or thinking stage usually have to remain in our daydreams. Perhaps if we are fortunate, chance or fate may make them come true. However, realizing that we have the ability to make reasonable goals come true and working out a plan for attaining our goals is a satisfying means to achieving our needs and desires.

PROCEDURE:

You will need your "goals and aspirations" chart from Activity 31.

Make a chart like this one. On it, write the six

Notes

Life Planning

Goal 3.2

Goal 3.2

Notes

Life Planning

Goal 3.2

31. Continued

highest ranked goals, you have already noted. You may want to change or make up new goals at this point that include your highest ranking "needs and desires." However, the goals you write should reflect what you think are the most important objectives for yourself.

In the second column of the chart, write down what you are doing now to attain these goals. Include such statements as:
--earning money (indicate how)
--just thinking about it
--actually doing it in a trial situation (for example, a hospital volunteer)
--taking _____courses in school
--gathering information (be specific)

In the third column, list the additional steps needing to be taken to attain the goals.

Goals	Steps Being Taken	Steps Needing to be Taken
1.		
2.		
3.		
4.		
5.		
6.		

Goal 3.3

32. Close your eyes and imagine yourself and your ideal life style twenty years from now. Pretend you arise at 6:00 a.m. and go to bed at midnight. Plan an hourly schedule and describe the activities, people and settings of your ideal day.

Now, list all the events which need to occur in order for you to have this life style in twenty years.

Now under each event, list one thing you can do to make the event occur.

Goal 3.4

33. Have the students each prepare a list of the words frequently misspelled in their own writing. After several weeks of compiling their lists, have them devise plans, "crutches" or means of eliminating these spelling errors from their writing.

33. Continued

Have the students sit in small groups to take turns sharing their plans. Let them evaluate the plans of each other.

Notes

Life Planning

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	34. Have the students read stories which they have clipped from the newspaper. Have them dramatize (improvise) the events described such as blindness, accident, a parent's life imprisonment, earthquake and incurable illness.
Goal 4.1	35. Assign students to read and clip comic strips. Examine the functions of the various strips: commentary, slapstick, slice of life, irony or puns. Have students paste the comic strips on a mural paper under the various headings.
Goal 4.1	36. Have the class read a biography or autobiography. Appoint a panel of students to act as the main character. Have the class prepare questions to ask of the panel that is role playing the main character. Here is a sample of the kinds of questions students can ask of the "main character." 1. About what time period did you live? 2. What area, country, state did you live in for most of your life? 3. Did you come from a large or small family? 4. Do you have any brothers or sisters? If so what are their names and ages? 5. What kind of childhood did you have? 6. Did your upbringing as a child have any influence on you to become a famous person? 7. What or who has influenced you most in your life? 8. What is it that you are known for today? 9. Have you traveled a lot? If so, where? 10. How have you affected history? 11. How many years did you go to school? 12. Are you married? If so, what is your spouse's name? 13. How has your spouse helped or influenced you in your work? 14. Do you have any children? If so, how many? What are their names and ages? 15. Have any of your children followed in your footsteps? 16. What are the names and locations of the schools that you attended? 17. Are you famous or known for any famous saying or quotation? 18. Have you set any records? 19. Have you left concrete things like artwork, buildings or monuments? 20. What was the worst thing that you did in your life? 21. If you had to describe yourself in a few words, what would you say? 22. Do you and your readers have anything in common?

37. Have the students make scrapbooks representing various parts of a newspaper. Each scrapbook should contain one: --local news story --national news story --international news story (identify dateline and wire service symbol) --news story with byline --editorial (with byline) --editorial (without byline) --letter to editor --political column --political cartoon --sports story --list of sports statistics --engagement or wedding announcements --recipe --home decorating feature --family life column --talking animal comic --realistic comic --satirical comic --serialized comic --one-panel comic --television schedule --movie theatre ad --TV, movie or play review --small part of stock exchange --small part of classified ads --obituary --local news feature --masthead	Notes Academic and Vocational Skills Goal 4.1
38. Cut out various newspaper articles. Give the headline and the body the same number. Remove the headline. Distribute the articles. Have each student write a headline for his or her article. When all have finished, give them the headlines to their articles.	Goal 4.1
39. Have the students clip newspaper advertisements of houses they like from the real estate section of the want ads. Invite a real estate agent to help the students figure on the various houses: a. down payments needed for various kinds of loans. b. mortgage payments. c. actual cost of the house after the mortgage is paid. d. insurance. e. local taxes.	Goal 4.2

Notes

Academic and Vocational Skills

Goal 4.2

39. Continued

> Give the real estate agent a star in his or her crown!

Have the real estate agent explain his or her occupational preparation and requirements.

Goal 4.3

40. Have the students prepare a huge list of occupations which are related to interest and ability in English.

Have each student choose the three most interesting and research them. Included should be:
--definition of job
--duties performed
--personal qualifications
--education necessary
--job outlook
--average annual salary

Have the students plan and make presentations of this information to each other. Have them make and use audio-visual aids.

Goal 4.4

41. Help the students prepare a sample resumé, a four to six page booklet simply bound in a term paper holder which describes:
--accomplishments
--hobbies and interests
--activities in school and community
--favorite subjects in school
--grades
--honors and awards received
--schooling
--goals
--former jobs
--references

Goal 4.4

42. Have the students bring several want ads for jobs from the newspaper. Give to each small group a chart you have prepared thus:

	WORK	
Unskilled	Skilled	Professional

Have the students arrive at a definition for each category. Then have the group members take turns reading their ads aloud and deciding where they should go.

43. Make out a personal data sheet that can be used with all job applications. Include:
    --name
    --address
    --height, weight
    --general condition of health
    --education
    --special skills or hobbies

Notes

Academic and Vocational Skills

Goal 4.4

44. Have the students begin and maintain their own Portfolios. This can be on-going for the whole year or semester. In the Portfolio will be everything they would want to present to a prospective employer. The students can include work samples and autobiographical statements, as well as the traditional pre-employment credentials. Have them also start folders so they can save all the job-seeking skills handouts.

Goal 4.4

45. Have the students search the want ads to find a job for which to apply. Have them each prepare a letter of application. Here is a handout to simplify the teaching process:

Goal 4.4

HOW TO WRITE A LETTER OF APPLICATION

A. Write a letter of application to a prospective employer using the letter style of your choice. Use the letter on the following page as a guide in composing your letter.

B. Make sure your letter meets the standards below.

1. Attractive form
2. Logical arrangement of information
3. Free from smudges or typographical errors
4. Free from spelling or grammatical errors
5. Brief and to the point - leave the details for the resume
6. Positive in tone
7. Ideas clearly expressed

C. The following information should be included in your letter of application.

1. Type of position applied for
2. Reason interested in position and firm
3. How your training fits employer's needs
4. Explanation of your personal qualifications
5. Mention of resume
6. Request for interview

Notes

Academic and Vocational Skills

Goal 4.4

45. Continued

(NOTE: Be sure to include your address and the phone numbers where you can be reached)

SAMPLE LETTER OF APPLICATION

504 Glenwood Drive
Republic, Missouri
June 19, 1978

Sharon Maples, Owner
Maples' Day Care Center
409 Hillwood
Republic, Missouri 65738

Dear Mrs. Maples:

Please consider me for the child care position which you advertised in the Republic Press.

The skills I have learned in my high school home economics courses should qualify me for this position. I have had experience baby-sitting and working in the church nursery.

This fall I will be enrolled in the home economics child care program at Republic High School. I feel that the experiences gained in this program will help me to be a valuable addition to your firm. A more complete description of my qualifications is given on the enclosed resume.

May I come for an interview at your convenience anytime after school? I can be reached by phone at 377-0457 after 3:30 p.m., or by mail at 506 Glenwood Drive, Republic, Missouri 65738.

Sincerely,

Judith Jones

Miss Judith Jones

Enclosure

Give the students copies of the handout, PREPARING A RESUME, which follows.

PREPARING A RESUME

A. Write a resume to be included with your letter of application. Select the style of your choice.

45. Continued

B. Make sure your resume meets the standards below.

1. Logically organized
2. Neatly typed
3. Error free
4. In outline form
5. Limited to one page, if possible
6. Honest about qualifications and experiences

C. The following information should be included in your resume.

1. Name, address, phone number
2. Position applied for
3. Small photograph of self
4. Personal information
   a. Age, weight, height
   b. Health
   c. Date of birth
   d. Marital status
5. Educational information
   a. Names and addresses of schools attended
   b. Dates you attended each
   c. Subjects studied
   d. Awards and activities
6. Work experience
   a. Name and address of company
   b. Length of time worked
   c. Brief description of duties and responsibilities
7. Special skills and interests
8. Personal references
   (NOTE: Be sure to obtain permission before listing someone as a reference.)

Notes

Academic and Vocational Skills

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

46. Let the students keep this in their files of job-seeking skills.

PREPARING FOR A JOB INTERVIEW

The following list contains some suggestions that will be helpful in preparing for a successful interview.

1. Know what is done by the employer, what he or she manufactures, who buys the products and how, in general, they are made or what service he or she performs.
2. Decide why you desire employment with this particular employer.
3. Know the names of the executives, particularly the one you are going to see.
4. Summarize your qualifications and be able to state them concisely and intelligently. Include part-time, extracurricular and volunteer experiences.
5. Be poised at all times.
6. While waiting in the outer office, watch what goes on around you. Read company literature.
7. Be sure you have the following things with you:
   --pen, pencil and note pad
   --Social Security card
   --personal data record or job resume
   --a letter of introduction or reference from someone known to employer
   --samples of your work (if applicable)
   --military service record (if applicable)
   --birth certificate
   --working permit(if applicable)
8. Plan to go alone.
9. Plan to arrive about five minutes early. Telephone if you are detained.
10. General appearance suggestions:
    --clean hands and nails
    --conservative attire
    --reserved hair styling
    --shined and well-cared-for shoes
    --neatness and cleaniness cannot be overemphasized

47. Let the students use want ads as situations around which to role play job interviews. Give them this handout to prepare for the role playing.

HINTS FOR AN INTERVIEW

1. Be patient while waiting for an interview.
2. Smile and give your name distinctly when greeting the interviewer.
3. Use a firm handshake.
4. Address interviewer by his or her name.
5. Hang up coat when invited.
6. Smoke only with permission.
7. Be seated when invited.
8. Let the interviewer take the initiative.
9. Look directly at the interviewer when speaking.
10. Verbalize to the best of your ability, avoiding slang expressions.
11. Avoid being critical.
12. Be factual when answering questions.
13. Convey genuine interest and enthusiasm.
14. Avoid discussing personal problems unless applicable to job.
15. Be prepared to relate qualifications and previous experiences.
16. Ask what duties you would be expected to perform, working hours and fringe benefits.
17. If asked, state salary desired. If salary offered if unacceptable, do not mislead the interviewer. Either you are interested or not.
18. If asked, indicate preference as to job desired. Avoid saying "I'll take anything."
19. Inquire as to starting salary, raises and maximum salary allowed.
20. Send additional information promptly, upon request.
21. Suggest when and where you might be contacted, if necessary.
22. Leave promptly when interview is terminated.
23. Express appreciation for the interview.

Notes

Academic and Vocational Skills

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

48. Use this worksheet to focus on desirable characteristics.

WHAT EMPLOYERS SAY THEY WANT

Write a definition from the dictionary.

1. Dependability
2. Reliability
3. Efficiency
4. Cheerfulness
5. Unselfishness
6. Perseverance
7. Helpfulness
8. Loyalty
9. Good attendance
10. Initiative
11. Ability

Fill in the missing words or word.

1. _____ is the key-note in selling and offering a service to a customer.
2. A good habit to practice is trying to be _____ only when needed.
3. Because of his _____, Jim was well-liked by his supervisor.
4. John gave one of his sandwiches to a fellow worker who had forgotten his lunch. This is being _____.
5. One must possess the necessary _____ to be able to perform the job well.
6. Petra was given a watch because of her _____ record.
7. _____ is when someone takes the leading steps in performing a task without having to be told to do it.
8. The boss will say that you are a _____ worker if you're on time every day and aren't absent.
9. _____ is when an employee does not waste time or material.
10. When a person has _____ she sticks with a task until she completes it.

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

FINE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Let the students sit in small groups. They will take turns talking about music in their lives. Allow each speaker three minutes. The listeners should do the following to help each speaker:

   A. Ask questions to help the speaker think.
   B. Keep the focus on the speaker: talk about yourself when it's your turn.
   C. Look at the speaker.

Goal 1.1

2. Have the students design greeting cards for their friends.

   Have the students bring and post used greeting cards to get ideas for themes and messages. Take them to Hallmark Cards in Kansas City or similar type of industry.

Goal 1.1

3. Have the students draw pencil portraits of their friends. They should strive for realistic placement and shapes of eyes, nose and so on.

Goal 1.1

4. Have each student make a collage depicting tastes, interests, personalities and aptitudes of another student.

Goal 1.2

5. Have the students collect a bulletin board full of hair coloring ads. Ask them to explain the origins of stereotypes:
   --Blondes have more fun.
   --Hot-tempered red heads.

   Have each student make a portrait of himself or herself with different-colored hair.

   Take the students to a hair salon to learn about the use of color in cosmetics or hair.

Goal 1.3

6. Have the students prepare lists of 10 emotions. Have them choose three and make non-objective paintings for each. Let them sit in small groups to explain their emotions and paintings to one another.

Notes Life Roles, Settings and Events Goal 2.1	7. Before taking the students to an art museum, have them brainstorm lists of all the workers involved in the museum. Here are some brainstorming guidelines: A. Let the ideas be wild. B. Try for many ideas. C. Do not judge the ideas. D. Use the ideas of others. Upon returning have the students work in the same small groups to amend their lists.
Goal 2.2	8. Have the students bring in empty packages, containers and bottles of commercially available products. Have each one choose one and Gesso the entire package and redesign it in his or her own way. As the students become interested in packaging concepts, focus their attention on the need for responsibility in package design. Have them prepare a display of Japanese packaging.
Goal 2.2	9. The architect's plans need to show how the building is put together and they include things like heating, air conditioning, elevators, stairs, windows, escalators, plumbing and lighting facilities. He or she needs to show the exact dimensions for these outlets. Architects select all of the materials which will go into buildings, from the bricks to the light switches. They work closely with consulting engineers - structural, mechanical, heating and electrical experts. An architect needs to be involved with the people and or communities for whom he or she designs in order to know the needs. <u>Suggested Projects:</u> A. Paint a mural showing a total environment such as your community, a model city, an industrial development, a new subdivision, development of a county park and a city of the future. B. Use the same idea but make the buildings three dimensional. C. Plan the ideal home for a particular family. Consider who lives there, their ages, activities, hobbies and so on. Plan for the interior, exterior, yard and neighborhood. D. Plan the ideal school. Use same type of plan as listed above. Include playground equipment.

10. Have the students design litterbug logos, posters, buttons and bumper stickers.	Notes Life Roles, Settings and Events
11. Help the students become aware of large works in the community. Take a tour to see hangings and murals at such places as Crown Center, Alameda Plaza, Hallmarks, Harzfeld's and the Truman Library. (Teachers will need to identify appropriate places within their own community.) Assign the project of making a wall hanging 54 by 60 inches for the front hall of the school. Choose a timely theme to commemorate an event such as the Bicentennial.	Goal 2.2 Goal 2.2
12. Have the students find newspaper clippings or advertisements for community fund raisers. Have them design and letter posters to help publicize the event. Let them tell of their prior artistic contributions for such fund-raising events.	Goal 2.2
13. Needleworkers need to know a tremendous vocabulary of stitches. They need to be familiar with and understand the behavior of scores of different yarns, thread and fabric. They need to have a thorough understanding of design. Invite a resource person from a yarn or fabric shop to demonstrate a few basic stitches. Have this person bring examples of pre-stamped kits and aids for those who choose to design their own needlework. Ask him or her to include prices of these materials. Perhaps the students will want to proceed with designing their own after they have mastered three or four stitches.	Goal 2.3
14. Have the students keep a scrapbook of newspaper reviews of concerts, plays and recordings.	Goal 2.3
15. Have the students attend concerts and recitals. Have them interview the performers about their life styles.	Goal 2.4
16. As the advertising layout artist for a newspaper the student will prepare a full-color layout for a specific product. The space shall be 8 inches by 11 inches and allowances should be made for the later addition of copy describing the product. Suggested products for the layout can include women's swimwear, cars, aspirin, shoes, sunglasses, men's shirts and so on. Stress the use of the principles of design and the psychology of advertising.	Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

17. A stage scenery designer is a person who provides the background and sets for plays. Sometimes he or she is asked to provide scenery and sets for a musical production. In this case he or she must know both the story and the music. One aspect of music which a scenery designer must know is the overall feeling which the music is trying to convey: fear, sadness, excitement, patriotism and the like.

    Select one of the following compositions to play for your students:

    --Stars and Stripes Forever: Sousa
    --The Swan: Saint Saens
    --Funeral March: Chopin
    --William Tell Overture: Rossini
    --Night on Bald Mountain: Moussorgski
    --O Suzanna: Foster

    Explain to the students that you would like for them to draw on paper the feeling or images they perceive from the music.

    Try this activity as early as possible in the year and save the drawings. Toward the end of the year try this activity again with the same music. After the students have completed their drawings pass out to them their original work. It will be interesting for both the teacher and the students to see how their perception of the same piece of music has changed.

    Explain that a stage scenery designer who works on a musical production - opera, ballet, variety show or musical - must understand the fundamental feeling the music is conveying.

Goal 2.4

18. Interior designers (sometimes known as interior decorators) select and organize the furnishings of homes, offices, banks, schools and other public places. They determine color schemes, choose fabrics and furniture and study the taste and living habits of their clients. They plan for environments in which people live and work. Also they design and redesign for residential and commercial buildings.

    Interior designers need a thorough understanding of art history and architecture in order to be familiar with styles of the past. This enables them to suggest the appropriate decor to suit the tastes of their clients. It is necessary for interior designers to prepare cost estimates in order to keep within their clients' budgets and they must be on hand to see that their plans are followed during the actual work. They deal with contractors, carpenters, electricians, painters, paper hangers and other

18. Continued

crafters.

Many interior decorators design their own lines of mass-produced furniture. Some decorate display homes in subdivisions and others have their own shops where they sell furniture, lamps, fabrics and other accessories. Other interior decorators design rooms for home decorating magazines. Interior decorators prepare plans like those of an architect, making sketches in color. Sometimes they build scale models of fully furnished interiors to explain the designs to their clients.

A collage is a collection of different materials. It is an excellent way for you to begin coordinating various textures and colors that work well together.

Choose materials that are different in texture and design but related in color. For example, you might select a citrus color scheme (orange, yellow, lime greens in various shades and patterns). Include wallpaper, material scraps, construction paper, yarn and any other interesting textures. Be sure that you do not have many prints that are too much alike. Perhaps you might consider a medium and small print. The solid colors should be the same as those in the print or plaid design. Glue the pieces on a 9"X12" piece of tagboard, outlining some areas with yarn. Black yarn is nice to use as it sharpens up and pulls the areas together. Repeat the patterns and colors throughout the collage. Buttons may be glued on when you are finished.

19. Invite a music therapist to explain three of the objectives that can be achieved by an effective music therapy program. Have him or her also present an overview of the process used in music therapy and the psychological results to be expected with the mentally ill.

20. There is no world like the world of arts. No profession so impractical, no business so riddled with crazy contradictions. No industry so erratic or demanding. No branch of education so completely incapable of saying, "These are the steps you must take to become a fellow in the performing arts."

Each artist gambles on creating his or her own niche. Successful careers in the field of fine arts are variable depending on the person's talents and the reputation that he or she builds. Until one has developed the talent and established the reputation, it may be necessary to become engaged in one of the related fields. Many times, artists change to a

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

20. Continued

related field because of age, health or other reasons. It is for this reason we as teachers of the fine arts must take it upon ourselves to acquaint students with the many occupations and related fields in fine arts.

Even though the art fields are overcrowded, the hardworking and genuinely talented person will almost always find room.

Have each student choose his or her favorite of all the fine arts - the one in which he or she could be completely involved. He or she should research it carefully and then research three related occupations which would provide employment while getting established in the preferred activity.

III. Life Planning

Notes

21. Students will be asked to draw their world -- that is, draw a symbol for each of the major parts of their lives. In drawing the symbols, students may select colors that suggest how they feel about the particular areas of their lives. They might also select colors for the backgrounds that suggest their outlooks on life. Underneath the drawings the students will be asked to jot down words that describe how they feel others see them. The drawings may be shared with others in a small group or placed with explanations in their personal files.

Life Planning

Goal 3.1

22. Have the students list for one year all the records, hobby supplies, movies, concerts, plays and events they would like to consume. Have them figure the totals and divide by 12 to find the amount needed per month. Ask them if their allowances or budgets will cover their arts and entertainment expenses.

Goal 3.2

23. Have the students keep written records of the time they spend practicing their instruments.

    Provide practice and improvement materials to encourage them to advance. Explain the requirements of promotion after "challenge" sessions.

Goal 3.2

24. A good many artists teach to support themselves while getting established.

    Each student shall prepare a demonstration and lesson plan to present to the class. Outlines should include:
    --activity description
    --procedure
    --materials needed
    --instructions for use of materials

    Invite art teachers from specific areas to talk about the problems and thrills of teaching:
    --printmaking
    --kindergarten
    --oil painting
    --ceramics
    --serigraphy
    --sculpture

    Visit a university art education department to show students what "goes into" the preparation of an art teacher.

Goal 3.3

Notes	
Life Planning Goal 3.4	25. In small groups the students will produce games. They will have to develop the concepts, design the boards or other equpiment needed. They will also create the packages and commercials for their games.
Goal 3.4	26. Have the students prepare a list of all the art schools in the state. They can use telephone directories and material from the counselor's office. Have them prepare letters to the schools in their preferred geographical areas to find out about tuition, requirements and courses of study.

IV. Academic and Vocational Skills

27. Have the students select a favorite painting from your art history presentations. Have them copy a section of it (or the whole thing). They should pay special attention to such things as form, balance and design.

    They should be able to discuss the painting in terms of the artist's intent, materials, style and environment.

28. Have the students go through magazines and prepare a reference sheet of letter styles for their later use. Have them divide a 12 X 18 inch piece of paper into 10 sections. In each section they will paste examples of:
    a. styles of writing
    b. letters with shadow
    c. letters with circle areas
    d. letters with rounded ends
    e. straight letters
    f. stencil
    g. lettering with patterns
    h. lettering with feet
    i. Old English lettering
    j. italics

    Then have them each clip a picture and paste it on a piece of paper. Have them use a lettering style that does not fit the product. (The result should be amusing.)

29. Have each student listen to a favorite recording and analyze the elements of the music. They can discuss:
    a. melody
    b. harmony
    c. timbre
    d. dynamics
    e. volume
    f. texture
    g. tempo

30. Present in an art history lecture a famous painting. Have the students use outline form to take notes:

    I. _____
       A. _____
          1. _____
          2. _____
       B. _____

    II. _____
       A. _____
          1. _____
          2. _____

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.1

Goal 4.1

Goal 4.1

Notes	
Academic and Vocational Skills Goal 4.1	30. Continued Then have them use the painting and the artist to design and letter a complete comic book. See if you can round up a few of the Classic Comics to show the students that comics can be used to enlighten as well as to entertain.
Goal 4.1	31. Have each student bring a headline naming a person. For example, "Shah Appoints Former Spy to Head Secret Police." Have them each prepare a cartoon assessment of the situation, its participants and the ramifications.
Goal 4.2	32. Select a play, read it and design costumes for a character. Keep in mind the period of the play and the action of the character. List materials to be used and where they can be obtained. Assemble a classroom collection of books on costume design.
Goal 4.2	33. Since the piano is one instrument most of the students will have in their homes at some time during their lifetimes, they should be aware of how it works, what to look for when buying a used piano and how to talk to a piano technician if their piano needs maintenance or repair. Take the music holder and the lower front off the piano. Have the students look at the length and thickness of the strings. One hammer hits one string on the lower keys because thick strings produce tones that carry. Have them look at the harp-shaped frame. Explain the tremendous tension put on this frame because of the tension on the strings. If you see signs of rust on the strings, explain that it is a sign that the piano has been in dampness and there's a chance that a string could break. In this case, a piano stringer must put a new string on the piano. Now have the students look at the upper strings. Let them discover that there are three strings for each hammer. Show the students an autoharp tuning wrench. Explain that the wrench for the piano is larger and that each string must be tuned to each other. A student may mention the strobe light that some piano tuners use.

33. Continued

The action on the piano will fascinate them the most. Explain that when a key is played, it pivots on the pivot pin so that the other end goes up to hit the carriage lever. Have them look as the damper is held away from the strings as the hammer hits the strings. They should also notice that the damper is held away from the strings until the key is released. They will notice the tape on each level. This is to help the key repeat the tone when the key is struck twice in succession.

Now have them notice the felt on the hammers and on the other parts. If these felts are not in good condition, the piano will take a lot of repair.

The pedals always fascinate the students. Have them follow the lever action that takes place until they find the dampers disengaged on the strings. Since the una corda action varies on different pianos, have them investigate what happens to soften the tones.

Now talk about occupations. The piano technician is the person who plans and oversees the making of the piano. He or she sees that the wood in the sounding board is good and that all parts fit perfectly. The piano tuner is the person who "sets" the pitch of each string. The piano should be tuned twice a year when it is new for the first two years, then once a year after that. If the keys are not striking or releasing correctly, you need a piano-action regulator. He or she is a person who can adjust the wooden parts, felts and springs. He or she also can repair the pedal action. The piano stringer has a very special job. It is not often that a string needs to be replaced, but it takes special tools and knowledge to replace a string.

Invite a piano salesperson to explain all of the above. Ask this person to bring posters, brochures and price lists of pianos. Have this person explain the installment purchase of a specific piano.

34. Have the students list, describe and rate (on a scale of 1 to 10) the music courses which they have taken.

Teachers, take note!

Notes

Academic and Vocational Skills

Goal 4.2

Goal 4.3

Notes	
Academic and Vocational Skills	35. Have a few volunteers (maybe those budding rock stars) contact a musicians' union for information on membership. Have them present this to the class.
Goal 4.3	
Goal 4.4	36. Hold a classroom discussion on how the following relate to being a responsible band member: --self-respect --respect for others --respect for authority --self-confidence --punctuality --dependability --accountability --respect for instruments --respect for band equipment --respect for room --respect for uniform
Goal 4.4	37. Have the students complete, tally and discuss the QUESTIONNAIRE ON CONTROVERSIAL WORK BEHAVIOR.

QUESTIONNAIRE ON CONTROVERSIAL WORK BEHAVIOR

	Agree	Disagree
1. An office worker who is a very good and fast worker has the right to be a few minutes late to work in the mornings.	_____	_____
2. The boss should not expect an employee to be polite to a customer who is very nasty to the employee.	_____	_____
3. As long as a worker does his or her work properly, the boss should not be concerned with the employee's grooming or dress.	_____	_____
4. As long as the work gets done on time, it is all right for the employee to make as many personal phone calls as he or she wants during the work day.	_____	_____
5. An employee should discuss all serious personal problems with the boss since they may affect the employee's work.	_____	_____

37. Continued

	Agree	Disagree
6. Employees should be allowed days off occasionally for such things as shopping and entertainment as long as they catch up on their work when they return.	_____	_____
7. Employees should work through their coffee break to finish a rush job.	_____	_____
8. Employees should get promotions automatically every so often.	_____	_____
9. Minority groups do not get deserved promotions.	_____	_____
10. The amount of work an employee does is not too important as long as the work which he or she does turn out is excellent.	_____	_____
11. Good appearance, grooming and personality make up for a lack of office skills.	_____	_____
12. An office worker who has finished his or her work should not be expected to help the slower workers who are behind in their work.	_____	_____
13. As long as a worker does not have a contagious disease, his or her health should be of no concern to the boss.	_____	_____
14. Workers should not be polite to other workers in the office whom they do not like, for to do so is being two-faced.	_____	_____
15. It is all right for an employee to repeat things overheard in the office unless specifically told not to.	_____	_____

Notes

Academic and Vocational Skills

Goal 4.4

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FOREIGN LANGUAGE ACTIVITIES	Goals
I. Self Knowledge	Self Knowledge
1. Have students design greeting cards for their friends in a foreign language. To stimulate their thoughts, have them help you list on the board important life events from which they can choose. Let them sit in a large circle and share their completed cards.	Goal 1.1
2. Have the students interview adults at home to find out (1) if they have relatives who studied foreign languages, (2) who they are and (3) their occupations. Have the students draw the national flags which represent foreign languages of relatives.	Goal 1.2
3. Assemble a collection of Teach Yourself . . . books so students have lists of phrases commonly used by travelers to the country whose language you teach. Have the students make lists of situations and phrases.	Goal 1.3
4. Have the students assemble a collection of menus from hotels and restaurants. Have them list, research and practice pronouncing all foreign words. Have them translate the menus into your foreign language.	Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events	
Goal 2.1	5. Prepare a blank wall map of the U.S. Have the students locate ethnic areas where a foreign language is spoken as a primary language.
Goal 2.1	6. Have the students list all the Federal government agencies in St. Louis or Kansas City. Assign to each student the task of finding out <u>if</u> a foreign language is used by the workers in one of the agencies; if so, <u>what</u> it is.
	The Federal government is the largest single employer of persons with foreign language background.
Goal 2.1	7. Obtain copies of newspapers from large metropolitan areas. Have the students clip want ads for jobs requesting or requiring foreign language background. Paste the want ads on a chart paper. Repeat this activity once a month, adding to the list.
Goal 2.1	8. Have the students write letters to compile a list of voluntary agencies where foreign language is used: Action, Peace Corps, and American Red Cross.
Goal 2.2	9. Contact a foreign consulate in the city nearest you. If possible, travel there. Look at all the foreign language - related occupations. In addition, have the students find out about the civil laws which apply to residents and/or travelers to that country.
Goal 2.3	10. Invite a travel agent to present a range of fares and schedules of travel to the country of your foreign language. Ask him or her to bring travel posters to enhance the room's atmosphere.
Goal 2.3	11. Help establish and advise a club for the language you teach. Let the students celebrate the national holidays, bake the national foods for fund raisers, enjoy that country's music and art and promote community interest in the contributions of that country to contemporary United States.
Goal 2.3	12. Invite adults who have visited the country of the language you teach. Have them show their slides and tell about their travels. Have students follow their travels on maps.

		Notes
13.	Have the students prepare presentations on the leisure activities of the country whose language you teach.	Life Roles, Settings and Events Goal 2.3
14.	Have the students write to the main offices of the major hotel chains asking for information on job opportunities with them in the field of foreign language or in the country of the language you teach.	Goal 2.4
15.	Have the students write to the U.S. Department of Labor and obtain publications on jobs in other lands. Have them list five different kinds of jobs which are available in other countries. Ask them to find which countries offer the most opportunities for foreign employment. Have them write papers describing which countries would be most desirable to live in and why.	Goal 2.4
16.	Using the D.O.T. as a reference, have each student select a foreign language-related job that sounds appealing and write a short summary of it. Included should be: --education required --chances for employment --salary to be expected --working hours --job location Have them share their summaries with each other.	Goal 2.4
17.	Take the students on a tour to an import shop. Have the group interview the owner about his or her foreign language training and the skills most helpful.	Goal 2.4
18.	Take the class on a "tour" of the world-famous institute: Southdale High School. Before the tour have the class make a map of the highlights of the tour. Label all of these places in your foreign language. Let each student have an opportunity to act as "guide" to point out "landmarks," "places of interest" and "famous persons." (Remember no English can be spoken.)	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.2	19. After collecting corrected test and quiz papers for a given number of weeks as well as critiques made by other classmates over dialog presentations and other oral work, the student will compile a list of his or her strengths and weaknesses in language work. Have them each list one goal for improvement under each stated weakness.
Goal	20. Have the students design piggy banks and open savings accounts for future travel to foreign countries.
Goal 3.3	21. After accumulating papers, dialog critiques and test scores , have the students list strengths and weaknesses. For each weakness they should list one action for remediation.

IV. Academic and Vocational Skills	Notes
22. Using old magazines, have students cut out advertisements and mount them on construction paper. Next to the pictures have them write the foreign language translations of the ads. Display the ads around the school.	Academic and Vocational Skills Goal 4.1
23. Help the students assess the appropriateness of their study methods. They will be asked to keep <u>before</u> and <u>after</u> records of methods of study for each day's assignment. Before each assignment is done, the student will write an outline of proposed methods of thoroughly working on the assignment. This may include such things as: --Practice writing out the new vocabulary five times each. --Orally review the verbs. --Use question study for ten minutes per page. When the graded assignment has been returned by the teacher, the student will list adjustments needed to improve his or her skill in the weak area. Suppose the student finds that the vocabulary he or she studied by writing it out five times made a poor grade on the assignment paper. The student might then need to not only write the <u>word</u> out five times, but also work on <u>usage</u> and <u>meaning</u> of the word. He or she should probably write the words in definitions or sentences. After a given period of time keeping <u>before</u> and <u>after</u> records, the students will: A. list their best methods of studying the foreign language. B. explain these to their classmates.	Goal 4.1
24. Have the students take a field trip to a local travel agency. Have the students interview the travel agent about his or her life style, fringe benefits and occupational preparation. Ask the travel agent to explain etiquette for travelers to your foreign country.	Goal 4.1
25. Have the students pretend they each have a spouse and two children. Have them research the most economical means of taking a family to Europe for a month. Have them prepare itineraries, budgets and schedules.	Goal 4.2

Notes

Academic and Vocational Skills

Goal 4.2

26. This activity is designed to show the students that there are foreign language jobs requiring varying levels of preparation.

FOREIGN LANGUAGE JOB OPPORTUNITIES			
Non-High School Graduate	High School Graduate	Post High School: 2 Yrs. or More	Post High School: 4 Yrs. or More

Have the students place the occupations listed (below) in the appropriate headings on the form (above).

--Diplomat
--College language teacher
--Foreign book dealer
--Fashion buyer
--Exporter
--Hotel Clerk
--Translator
--Language librarian
--Curator
--Travel bureau manager
--Secretary, bilingual
--Taxi driver
--Foreign services worker
--Wireless operator
--Researcher
--Broadcaster
--Art collector
--Interpreter
--Importer
--Customs inspector
--Immigration inspector
--Traveling campanion
--Police officer
--Opera singer
--Critic
--Soldier
--Receptionist
--Architect
--Foreign correspondent
--Physician
--Missionary
--Tour conductor
--Flight attendant
--Airline branch manager
--School language teacher (elementary & secondary)
--Hotel worker
--Commercial attache
--Nurse
--Engineer
--Geologist

26. Continued

--Actor
--Art Historian
--Restaurant worker
--Marine
--Archaeologist
--Pharmacist

The results should be something like this:

Non-High School Graduate

Hotel worker
Restaurant worker
Hotel clerk
Soldier
Marine

High School Graduate

Interpreter
Translator
Customs inspector
Immigration inspector
Traveling companion
Exporter
Importer
Taxi driver
Police officer

Post High School: Two Years or More

Language librarian
Flight attendant
Receptionist
Foreign book dealer
Secretary, bilingual
Travel bureau manager
Art collector
Foreign services worker
Fashion buyer
Wireless operator
Researcher
Broadcaster

Post High School: Four Years or More

Diplomat
Curator
Missionary
Tour conductor
Commercial attache
Airline branch manager
Physician
Nurse

Notes

Academic and Vocational Skills

Goal 4.2

Notes	
Academic and Vocational Skills	
Goal 4.2	26. Continued Post High School: Four Years or More Continued Engineer Geologist Archaeologist Architect Pharmacist Opera singer Critic Actor Art Historian College language teacher Foreign correspondent School language teacher (elementary and secondary)
Goal 4.3	27. Have the students select three foreign language occupations and research them. They can make presentations to their classmates of this information. They can tell which has the most appeal (and why) and which has the least appeal (and why).

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GUIDANCE ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. This activity can be used to help students get acquainted at the beginning of the semester. This will help them learn the names of one another. The students are to mill about the classroom with pencils and paper. They will try for contact with as many students as they can in ten minutes. They should write the student's name and one thing he or she likes to do.

   Goal 1.1

   Process the activity by asking students such questions as:

   A. How many of you got more than 20 names?

   B. How many of you stopped to find out more about another person's interest?

   Repeat the activity until each student has gathered all the other students' names.

2. Filling out an index card with personal information is a good beginning-of-the-year activity. It gives students and teacher an opportunity to learn things about each other they might never have known otherwise. This knowledge provides a basis for future interactions.

   Goal 1.1

   > Fill out your own card before class begins.

   Give to each student a large index card. Have them fill out their cards in the following manner:

   A. In the center of the card put the name you like to be addressed or known by (usually the first name or a nickname).

   B. In the upper left hand corner of the card write the name of the person who has been your teacher (not necessarily a school teacher): someone who has taught you something you feel is important. Directly below this, in the same corner, write the most significant event in your life from birth to present date (abbreviate if you need to).

   C. In the upper right hand corner of the card write the name of an object which symbolizes some success to you (or an object you are proud of).

Notes

Self Knowledge

Goal 1.1

2. Continued

C. This object for example, may be handmade (pottery), a gift (watch), or something you saved for and purchased yourself (a ten-speed bike).

In the same corner, below "C" enter a word for something that you can do that you are proud of -- some skill that you feel competent about, something you could teach the rest of the class. (This skill can vary from something like standing on your head to building a home.)

D. In the lower left corner write the name of a geographic location that holds fond memories for you -- someplace you would like to return again. In the same corner, but below the above entry, write the name of the place where you saw what you would consider a breathtakingly beautiful view or sight.

E. In the bottom right-hand corner of the card, write the name of a book, movie or singing group (or individual) which is your all-time favorite. Finally, below that, write what you would attempt to do if you had one million dollars and had a guaranteed success in whatever you attempted.

F. Below your name write a word that best characterizes you.

> Before class it might help to draw a diagram of the card on the board with key words abbreviated. Students can easily refer to this as they work.

When they have finished their cards, arrange them in small groups. They will take turns explaining their cards.

Goal 1.1

3. "Backslapping" is a strength bombardment activity. Everyone puts a piece of paper on his or her back with tape and walks around the room writing on everyone else's paper. The papers are filled with positive feedback (usually in the form of "I" messages). This is a good way to end a semester.

4. Here is a self assessment for each student:

FRIENDSHIP	YES	NO	SOMETIMES
1. I am glad something good happens to a friend, even though I wish it had happened to me.			
2. I stick up for my friend.			
3. I will give up doing something I want to do in order to help a friend.			
4. When a friend tells me a secret, I don't tell anyone at all.			
5. When I agree to do something for a friend, I try to keep my word.			
6. In an argument, I try to see my friend's point of view, and I try not to get angry if he or she disagrees with me.			
7. If I get angry and say something without thinking, I tell my friend later that I'm sorry.			
8. I try to answer honestly when a friend asks for my opinion.			
9. I try to be courteous to my friends as I am to people I don't know.			
10. I try to do little things to please my friends.			

Then explain that no one is perfect all the time. There's probably no one in the world who wouldn't like to do a better job of making and keeping friends. We can all improve. We can learn to make new friends and to get along better with those we have.

Arrange the students in ten small groups. Assign each group one of the ten items above. Have that group list ways to improve on that item. Have them read their lists aloud.

5. Have the class brainstorm a long list of relationships. Have them include such things as:

politician-voter	husband-wife
taker-giver	buyer-seller
winner-loser	friend-enemy
counselor-student	roommate-roommate
leader-follower	user-pusher
provider-dependent	coordinator-coordinated
God-man	inspector-inspected

Notes

Self Knowledge

Goal 1.1

Goal 1.2

Notes

Self Knowledge

Goal 1.2

5. Continued

aunt-nephew	judge-offender
supplier-consumer	teacher-student
victim-aggressor	host-guest

Have the whole class list 100 relationships. Have the groups list them on the chalkboard. Then have the students work in pairs. Explain that all relationships have rules. Have each pair select a relationship and agree on four rules for that relationship. Have them write down their four rules and read them aloud to the rest of the class.

Here are some questions for use in a discussion following the activity:

A. A confidential relationship exists when two persons agree to share only with each other. Name some confidential relationships.

B. Each relationship has a basis. Name a relationship that is based on money; on winning.

C. Name two relationships that are disapproved of by society.

D. In some cases a person pays another person to have a relationship. Name a paid relationship.

E. What are some of the reasons for having difficulty finding and maintaining meaningful personal relationships?

F. How do you define "meaningful personal relationship"?

G. How do you determine if you can trust another person in a relationship?

H. Peer groups, commonly called cliques, seldom tolerate relationships outside the clique. Why is that?

I. Write down a relationship that is the most difficult for you to establish.

J. Write down a relationship that you are forced into by circumstances but would like to break eventually.

Then distribute copies of this handout for students to complete independently.

5. Continued

RELATIONSHIPS

From your own life give one example of each of the following kinds of relationships:

a.	authoritarian	_____	_____
b.	combative	_____	_____
c.	condescending	_____	_____
d.	supportive	_____	_____
e.	helping	_____	_____
f.	dependent	_____	_____
g.	consulting	_____	_____
h.	destructive	_____	_____
i.	directive	_____	_____
j.	competitive	_____	_____
k.	serving	_____	_____
l.	loving	_____	_____

> Do not expect students to share their responses on this handout. It is, indeed, too risky. This handout was meant to help students become aware of the concept of analyzing and labeling relationships.

6. Divide the students in half to form a "fishbowl." Half of the students sit in a large circle to observe. The other half works inside the "fishbowl" with Tinker Toys. The group working inside the "fishbowl" is given the task of building a "beautiful" thing with a couple of sets of Tinker Toys. The teacher occasionally intervenes by praising or noticing what the group is doing. The first part of the activity ends when the group feels finished with their thing. Allow a few minutes for the observers to explain some of their observations about the interactions and the quality of the finished product.

   The second part is significantly different from the first. The teacher gets tough with the group, tells them how to sit and leads them through the creation of a "beautiful Tinker Toy sculpture." He or she gives terse and sometimes ambiguous instructions, long with a good measure of criticism for those students who are slow or "so stupid that they can't understand" the crisp instructions. Verbal abuse gets heaped upon non-verbal disgust.

   The activity ends with a display of the "beautiful sculptures."

Notes

Self Knowledge

Goal 1.2

Goal 1.4

Notes

Self Knowledge

Goal 1.4

6. Continued

Ask the students some of the following kinds of questions:

A. How were your feelings different in each part of the activity?

B. How were the sculptures different in each part of the activity?

C. In which part were you more comfortable?

D. What changes would you make in each part?

E. Suppose you could make no changes. How would you adapt?

F. If you built Tinker Toy sculptures for a living how would you prefer to build them: in the first way or in the second way?

Goal 1.4

7. Here is a handout for group discussion.

GETTING ALONG WITH OTHER WORKERS

Read the following stories and decide what you would do.

Case # 1
John was standing in line waiting to punch the time clock at the end of a long, hard day. Jack, one of the older workers, crowds in front of him saying, "Watch out sonny, I belong at the head of the line!" What should John do?

Case # 2
Joe, the driver of the truck, always played the radio too loud and too often. Chuck decided to mention this to him. What should he say?

Case # 3
Bette and Jane had just finished repairing a customer's TV and were driving back to the warehouse. Betty wants to stop for a drink before clocking out. Jane doesn't think this is right. How can she convince Betty of this?

Case # 4
As Art was pulling out of a customer's drive, he scraped the fender of a car parked on the street. Instead of stopping, he pretends it never happened. Bud, who was riding with Art, asks him to stop so that they could find out whose car it was. Art replies, "Why ask for trouble?" What should Bud do?

7. Continued

Case # 5

Will is a secretary for the local credit bureau. He is responsible for keeping good will between the bureau and its customers. When he answered the telephone one day, a man's voice demanded to talk to the head of the office. Will told him that he was not in the office and asked if he could be of any help. The man answered in a loud voice, using abusive language. Will put the receiver down with a bang. The telephone rang again, but he refused to answer. What might Will have done that would have served the credit bureau in a better way?

Write a brief paragraph on what each person should do in the above situations. Share your ideas with your classmates.

Notes

Self Knowledge

Goal 1.4

Notes

Life Roles, Settings and Events

Goal 2.1

II. Life Roles, Settings and Events

8. Develop the meanings of myths.

Distribute copies of the "test," FACT OR MYTH. Have the students respond by writing true or false in the blanks on the left.

FACT OR MYTH?

_____ 1. More college graduates find good jobs than don't.
_____ 2. If you work hard and pay attention you will get ahead.
_____ 3. Persons who pay the highest income tax have good jobs.
_____ 4. Automation is the cause of so much unemployment.
_____ 5. Smokers are absent more days from work than non-smokers.
_____ 6. One of the occupational hazards of executives is alcoholism.
_____ 7. The purpose of school is to prepare the student to get a good job.
_____ 8. More persons make a deliberate job choice than fall haphazardly into some line of work.
_____ 9. If you are uncertain, a test can tell you the kind of work you should go into.
_____10. You should not go to college until you know for sure what you want to become.
_____11. No definition of success is complete if it fails to include earning lots of money.
_____12. There are two kinds of work; first, is work that provides a service to others and second, is work that makes a product and sells it for a profit.
_____13. People get jobs not because of <u>what</u> they know but because of <u>who</u> they know.
_____14. Not making a decision about what to do with one's life is very much a decision in itself.
_____15. A person can be anything he or she wants to be if he or she wants it badly enough.
_____16. If a person says he or she has a certain job because he or she can be of service to others, you ought to look at this person with suspicion.
_____17. Job satisfaction is determined by the distance between what we have and what we want (Hoppock).
_____18. Elementary students are more impressed with jobs that wear uniforms than with dress-up occupations.
_____19. Those who coach little leagues are meeting leadership needs not provided for in their work.

8. Continued

_____20. The most efficient and dedicated worker is one who works overtime and arrives on the job early.

_____21. Certain personalities and kinds of work are compatible. One won't work at a job unless one can be oneself (Holland).

_____22. You will choose a job primarily because of childhood experiences you have had and not much else will enter into it (Roe).

_____23. Choosing a job is not one decision but many made over a period of several years.

_____24. Choosing a job is no choice at all but a series of compromises made over the years between what the person really wants and what is available to him or her (Ginzberg).

_____25. A workoholic is running from real problems rather than facing them.

_____26. No worker is going to stay long on a job that is inconsistent with his or her self-concept (Super).

_____27. A young person should not worry about what he or she will become since his or her destiny is laid out. God will take care of it.

_____28. A job skill is nothing more or less than an aptitude that has been developed.

_____29. A silly practice is to give recognition or status on the basis of what a person says he or she will become instead of what he or she is now.

_____30. We teach our future secretaries to type and take shorthand. No one ever tells them the proper conduct for an "office marriage."

_____31. We have subjects in Child Development and Family Living but no one has yet to talk about what it means to be a <u>corporation wife</u>.

_____32. If a young person plans to be a minister that person ought to understand what it means to be a "preacher's kid."

_____33. Generally, people with wealthy backgrounds and upbringing go into private practice instead of salaried positions (Isaacson).

_____34. People get fired or lose their jobs not because they can't do the work but because they can't get along with other people.

_____35. Professions generally subscribe to carefully written codes of ethics, which are standards of conduct for the members.

_____36. Clients and patrons are to professions what customers are to occupations.

_____37. The Horatio Alger myth is just that - a myth.

Notes

Life Roles, Settings and Events

Goal 2.1

Notes

Life Roles, Settings and Events

Goal 2.1

8. Continued

_____38. There is more honor in moving up through the ranks than starting at the top.

_____39. Employees still ask the boss for a raise just like in the comic strips.

_____40. A competent supervisor has every right to expect loyalty from those workers responsible to him or her.

_____41. Remuneration is another word for pay.

_____42. College training is to professional employment what apprenticeship is to skilled labor.

_____43. Wanting to be an airline flight attendant is pretty much of a fantasy trip for most young girls.

_____44. Doctors and lawyers are the high priests of career education.

_____45. The United States Constitution should be rewritten so that it says everyone has the "right to life, liberty, work and the pursuit of happiness."

_____46. A freshman at Fort Dodge who plans to enter a profession probably won't be ready to go to work in his or her chosen field for fifteen years.

_____47. More college graduates find jobs than do high school graduates. And more high school graduates are at work than elementary school graduates.

_____48. Equality of opportunity is still pretty much of a myth when it comes to getting a job.

_____49. Equal pay for equal work is fair except to children.

_____50. Generally, individuals on welfare deserve to be.

_____51. Writers have to live in garrets and go hungry before they can turn out stories that sell.

_____52. Librarians don't really want anyone to check out their books.

_____53. It takes good grades to get scholarships to college unless you are an athlete.

_____54. A person who works his or her way through college is more to be admired than a person who doesn't.

_____55. The job of your counselor is not to find you a job but to help prepare you to find one for yourself.

_____56. You can finish your high school education in the Army.

_____57. Pushouts are dropouts who wouldn't leave on their own.

_____58. Adolescents are a source of cheap labor just like migrant workers.

8. Continued

_____59. At some point in life a person quits going to school and goes to work and keeps on working till retirement.

_____60. Students who are thought of as "Most Likely to Succeed" probably will.

_____61. You can't tell one's job anymore by one's title.

_____62. Secretaries run the world: everybody knows that.

_____63. Tenure and seniority are synonyms for security.

_____64. The one quality that is characteristic of all respected successful people is honesty-above-board, right out, direct, frank honesty.

_____65. If a student makes an unrealistic choice of occupation his or her counselor should say so.

_____66. It is true that lack of the proper license or certification can keep one from doing work of which he or she is capable.

_____67. The best insurance a housewife and mother can have is a set of well-developed job skills kept up to date.

_____68. Complaining and griping is the natural language of non-certified and unskilled employees and should not be taken seriously.

_____69. Because occupational stress is the cause of many health problems everyone should have a hobby which he or she pursues vigorously.

_____70. The Protestant work ethic, which says that a person will get on with hard work and self denial, is still operating in America.

_____71. Nearly all people cheat on their income tax.

_____72. Those who can, do; those who can't , teach.

_____73. Divorce will destroy or severely handicap job performance.

_____74. The decision to choose between marriage and family or career is unnecessary.

_____75. The working mother and the weekend father are pretty much the same thing in terms of the effect they have on their children.

_____76. If you haven't reached your occupational goal by the age of forty you probably aren't going to get there.

_____77. Megalopolis is to city what conglomerate is to corporation.

_____78. Women's liberation has had a greater effect in the workplace than anywhere else.

_____79. The whole person in today's world must know as much about machines and technology as about books and philosophy.

Notes

Life Roles, Settings and Events

Goal 2.1

Notes

Life Roles, Settings and Events

Goal 2.1

8. Continued

_____80. There are two kinds of intelligence among humanity: the genius to create and the genius to organize.

_____81. Really smart people don't have a lot of ready information. What they do have is the ability to ask the right questions and the resources to find their own answers.

_____82. College is a good place to find a husband.

_____83. The more important question is not "Who am I?" but rather "What shall I do for a living?" (Wrenn).

_____84. Television is a reliable source of occupational information.

_____85. The want-ads of the newspaper provide us with an accurate survey of the job market.

_____86. The very best kind of career education is biography.

_____87. The term "buyer's market" means that a personnel manager can select from among several qualified applicants the best individual for a job.

_____88. A "credibility gap" is created when people no longer trust you or your abilities.

_____89. If you are an aspiring employee nothing will so open you to ridicule as bad grammar.

_____90. We don't have company picnics anymore because employees don't want them.

_____91. Profit sharing is preferable to union membership.

_____92. Clothes make the person. They also get the job.

_____93. A cluttered desk is the sign of a disorganized executive.

_____94. Students should be taught that the "cold, cruel world" is just waiting to take advantage of them.

_____95. Cowards live in "ivory towers" while real people conduct business in the "market place."

_____96. The "back to nature" movement is actually a rebellion against the pressures of competition brought on by trying to move upward.

Then have the students vote true or false on each item by show of hands. If an item is voted true by a majority of the students, it is, indeed, true. The outcome of the activity is to destroy or at least challenge commonly held myths which young people may hold true.

8. Continued

Be sure to let students tell why particular items are or are not myths.

Then process the activity with some questions:
--How did it feel to find out that something you believed in was not believed in by your classmates?
--How could a false belief cause you difficulty in the world of work?
--Do you think that a majority of your classmates are wrong on a specific item? Did you try to get them to change their minds? What happened when you did?
--Have you had any experiences which helped you to come up with the right answers?
--According to the items what can you do right now to get ready to find a good job?

Notes

Life Roles, Settings and Events

Goal 2.1

9. Ask the students to prepare a master list of local community organizations. They can do this by asking for names of these organizations at home and compiling them in alphabetical order on a sheet of poster paper.

Have the students imagine they have been newly hired by the Pickers' State Bank. One of the job requirements is active participation in three community organizations. Have each student select three and list one contribution he or she would make to each one.

Have them sit in small groups to explain their responses.

Goal 2.2

10. Encourage the students to write biographies about interesting adults. Here are some suggested questions to help students explore the interrelationship of adult roles:

1. If I had met you when you were twelve years old what kind of young person would you have been?
2. What was the occupation of your father? that of your mother?
3. Thinking back over your family and close relatives can you remember any occupations they had which interested you? What were they? Which became more appealing as you grew up?
4. What kinds of work were you in contact with as a young person; that is, which jobs did you observe everyday in your community?
5. Can you recall your first day of paid employment? Describe it.
6. What were the part-time jobs you held as you were growing up? Did any of them have important responsibilities?
7. As you entered the world of work did any personalities become important enough to influence you?

Goal 2.2

Notes

Life Roles, Settings and Events

Goal 2.2

10. Continued

8. What experiences in the world of work do you hope your children will have?
9. How did you happen to get into your present occupation?
10. Do you consider that you have arrived or is this a transition job for you?
11. How did your childhood influence your occupational choice?
12. Is your present occupation a deliberate choice or did you just fall into it?
13. Did you have a high school counselor and if you did, did you ever talk with him or her about occupational choice?
14. What do you think high school counselors should tell young people today about going out and getting a job?
15. How does your work affect life style or standard of living?
16. Did you think much about an occupation during your adolescent years from 13 to 19?
17. How does your work affect the lives of your children? What is their attitude toward your work?
18. What are the pressures of your job? What are the rewards?
19. Who is the one person who was the most helpful or instrumental in helping you get where you are today?
20. What kind of preparation or training did you have for your job?
21. What kinds of persons do you work with? Does this kind of work isolate you from any group or individuals that you would like to be with?
22. How do you "get away from it all"? Do you have an absorbing pastime or hobby?
23. Do you feel that in your work you make a contribution to the community? How would you describe it?
24. If you had to select an occupation again as a young person what would you do differently?
25. What do you like about your work? What do you dislike about it?
26. Has money, status, power or achievement been a consideration in your choice of work?
27. What kinds of full-time employment have you held and why did you switch jobs when you did?
28. In terms of your work what do you think is ahead of you?
29. Does your spouse work? How does your employment affect this person?
30. What work did you always want to do that you never got to?

11. Have the students investigate leisure activities for the various age groups in the community. Have them each list ten of these on paper and bring the lists to class.

    Then sort the activities by age group. This can be done by having them write their activities on a chart in alphabetical order.

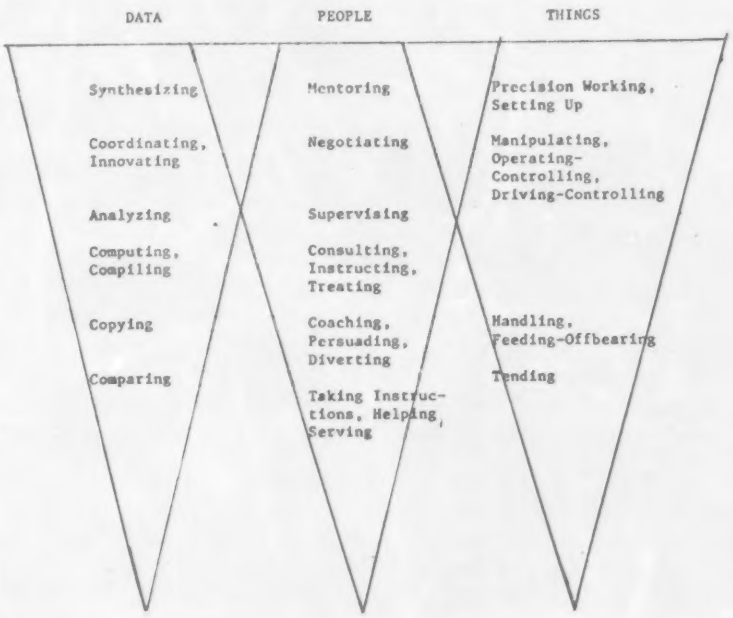
    Have them each choose three that are new. They should list two possible benefits for each activity.

12. Here is some information to help students "unlock some of the secrets" of the D.O.T. Distribute the information as handouts, but take time to read it all in class.

A LOOK AT YOUR SKILLS

The Dictionary of Occupational Titles, published by the United States Printing Office (one of the most important books for you to become familiar with) breaks down your skills into three groups, according to whether or not they are being used with THINGS, DATA or PEOPLE.

Thus broken down and arranged in a hierarchy of less skill (at the bottom) to higher skill (at the top) they come out looking like this:



Notes

Life Roles, Settings and Events

Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.3

12. Continued

Here are the definitions of these skills in the three categories.

DATA: Information, knowledge and conceptions, related to data, people or things, obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

Coordinating: Determining time, place and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

Compiling: Gathering, collating or classifying information about data, people or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

Copying: Transcribing, entering or posting data.

Comparing: Judging the readily observable functional, structural or compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual and/or other professional principles.

Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions or solutions.

Instructing: Teaching subject matter to others (including animals) through explanation, demonstration and supervised practice; or making recommendations on the basis of technical disciplines.

12. Continued

PEOPLE: Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them and promoting efficiency.
Diverting: Amusing others.
Persuading: Influencing others in favor of a product, service or point of view.
Speaking - Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.
Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response in involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form and other physical characteristics.
Setting Up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures and attachments to prepare them to perform their functions, change their performance or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.
Precision Working: Using body members and/or tools or work aids to work, move, guide or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.
Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gauges, dials and so on, and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

Notes

Life Roles, Settings and Events

Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.3

12. Continued

THINGS:

Driving-Operating: Starting, stopping, and controlling actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gauges and dials; estimating distances and determining speed and direction; turning cranks and wheels; pushing clutches or brakes; and pushing gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power-assisted machines, such as electric wheelbarrows and handtrucks.

Manipulating: Using body members, tools or special devices to work, move, guide or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object or material, although this is readily manifest.

Tending: Starting, stopping and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gauges, turning valves to allow flow of materials; and flipping switches in response to lights. Little judgment is involved in making these adjustments.

Feeding-Offbearing: Inserting, throwing, dumping or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

Handling: Using body members, handtools, and or special devices to work, move or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object or material.

NOTE: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting Up, is the situation in which the worker is actually part of the set up of the machine, either as the holder and guider of the material or holder and guider of the tool.

12. Continued

SELF ASSESSMENT

DATA - PEOPLE - THINGS

Rate where you think your worker skills or traits are by circling the appropriate number. 0 represents the highest level of the skill or trait. 7-8 means there is no significant relationship of that trait.

Data: You need to work in situations where you are working with printed materials (collect and evaluate information, interpret information, complete written reports).

0	1	2	3	4	5	6	7	8
high level of trait				average amount			no significant relationship	

People: You need to work in situations where you are with people most of the time and have the opportunity to know people very well (teaching, negotiating, supervising and advising).

0	1	2	3	4	5	6	7	8
high level of trait				average amount			no significant relationship	

Things: You need to work in situations where using your hands is of most importance (operating, adjusting, or repairing tools, or making things like pottery, cabinets, buildings and objects).

0	1	2	3	4	5	6	7	8
high level of trait				average amount			no significant relationship	

13. On the chalkboard have the students help you list the teachers in the school. Then assign groups or individuals to interview these teachers, and to list all the different jobs they have had. The students should write each teacher's name on the bottom of his or her list. Have them bring the lists to class. Read aloud a list of jobs and have the students guess the name of the teacher who held them.

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

14. Be sure students are aware of standard job reference materials. Invite your guidance counselor to help you present them.

A. Dictionary of Occupational Titles is prepared by the U.S. Department of Labor, Division of Occupational Analysis, U.S. Employment Service. It consists of two volumes. Volume I defines the titles of occupations developed by observation and other sources. Volume II provides occupational classification and industry indexes. These volumes are helpful in classifying and locating occupations and occupational information.

B. Occupation Outlook Handbook is published by the U.S. Department of Labor, Bureau of Labor Statistics. This book provides up-to-date encyclopedia information on more than 800 occupations and 30 major industries covering the nature of the work, places of employment, training and other qualifications, advancement, employment outlook, earnings, working conditions and sources of additional information. Occupations are listed under D.O.T. numbers.

C. Encyclopedia of Careers and Vocational Guidance is edited by William E. Hoppe and published by J. G. Ferguson Publishing Company of Chicago in 1972. This encyclopedia is designed for students, parents and counselors to provide general and specific occupational information, suggested educational needs and career planning. Volume I, Planning Your Career, deals with career choice and a general view of career fields. Volume II, Careers and Occupations, gives specific information about individual occupations. All occupations are listed under D.O.T. numbers.

III. Life Planning

15. Have the students put this list of values in rank order.

LIST OF VALUES

--Security

--Wealth (money)

--Independence (being your own boss)

--Helping others

--Power (authority or influence over others)

--Recognition (being noticed, feeling important)

--Justice (fairness)

--Knowledge

--Beauty

--Health

"Rank order" means simply to number them in order of their importance.

When they have finished, arrange the students in small groups. Have them take turns explaining their rank orders to one another. Have the group members suggest occupational possibilities for each group member's most important value.

16. Here is a handout for students.

RANK ORDER VALUES GAME

Number the following groups of words from 1-3. Number 1 is most important or most appealing, number 3 is least important or least appealing.

_____watch TV	_____sword
_____go to a party	_____gun
_____study	_____atom bomb
_____president of a big corporation	_____admired by family
_____senator	_____admired by friends
_____teacher	_____admired by teacher
_____telling on a best friend	_____never happy and good grades
_____changing schools	_____sometimes happy and average grades
_____getting lost in a strange city	_____always happy and rotten grades

Notes

Life Planning

Goal 3.1

Goal 3.1

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Life Planning

Goal 3.1

16. Continued

_____a classmate who plays practical jokes on you

_____a classmate who constantly tattles

_____a classmate who never does anything wrong

When they have finished their sheets, arrange them in small groups to explain all of their first choices.

Goal 3.1

17. Have each student write the name of an occupation for which he or she might like to prepare.

Then have them each write a Code of Ethics for that occupation, including promises and guarantees to the clients or customers.

Goal 3.1

18. Divide the class into small groups. Let each group write a list of rules for employees they will have in their corporation. They should put the rules on newsprint, post them and present them to the class. Then the students can show hands to indicate the corporation for which they would like to work.

Goal 3.1

19. The following handout will give students a means of doing some reality testing of their tentative occupational choices. Have them give careful thought to their responses so their chances of success can be predicted.

OCCUPATION TRIAL PLAN

Check when completed.		Underline one.
( )1.	I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	I can meet them I cannot meet them Not sure
( )2.	I have considered the preparation needed for this occupation (lenth of training, courses required, nature of education or training, aptitude, strength, and interest).	I can meet them I cannot meet them Not sure
( )3.	I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality clinations).	My interests and personality needs are in the following areas:
( )4.	The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	They appear to be: Satisfactory Unsatisfactory
( )5.	I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes No
( )6.	I can tolerate the disadvantages.	Yes No
( )7.	I have investigated the job outlook in this occupation for the next 10 years.	The outlook is: excellent good fair poor
( )8.	The activities of this occupation seem to be in harmony with my value system and life style.	Yes No
( )9.	I have investigated the probable geographic area in which employment will be available in this occupation.	I am I am not willing to leave my home town area.

19. Continued

10. Most workers in this occupation are found in (circle one or more):

cities rural areas all areas offices

factories other

11. Possibilities for promotion are _____ (good) _____ (fair) (poor).

12. The earnings I can make in this occupation are _____ (satisfactory) (unsatisfactory).

13. I _____ discussed my plans with someone already in this occupation.

14. Steps and courses needed to prepare myself for this occupation:

1. _____

2. _____

3. _____

4. _____

15. I _____ (have) (have not) considered the financial requirements for further preparation in this occupation. I either will meet these requirements with my own resources or will apply for financial aid at the institution I plan to attend.

16. I plan to seek further occupational preparation at one of these institutions:

	Name	Address
(a)		
(b)		
(c)		

20. The statement in quotation marks describes the work value which is the underlined word. Have the students read them all and check the five most important to them.

_____ 1. "Work which permits one to invent new things, design new products or develop new ideas." CREATIVITY

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Life Planning

Goal 3.1

Goal 3.1

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20. Continued.

_____ 2. "Work which permits one to plan and lay out work for others to do." MANAGEMENT

_____ 3. "Work which is carried out under pleasant conditions--not too hot or too cold, noisy, dirty, etc." SURROUNDINGS

_____ 4. "Work which gives one a feeling of accomplishment in doing a job well." ACHIEVEMENT

_____ 5. "Work which is carried out under a supervisor who is fair and with whom one can get along." SUPERVISORY RELATIONS

_____ 6. "Work which permits one to live the kind of life he or she chooses and to be the type of person he or she wishes to be." WAY OF LIFE

_____ 7. "Work which provides one with the certainty of having a job even in hard times." SECURITY

_____ 8. "Work which brings one into contact with the fellow workers whom he or she likes." ASSOCIATES

_____ 9. "Work which permits one to make beautiful things and to contribute beauty to the world." ESTHETICS

_____10. "Work which gives one standing in the eyes of others and evokes respect." PRESTIGE

_____11. "Work that provides an opportunity to do different types of jobs." VARIETY

_____12. "Work which pays well and enables one to have the things he or she wants." ECONOMIC RETURN

_____13. "Work which permits one to work in his or her own way, as fast or as slowly as he or she wishes." INDEPENDENCE

_____14. "Work which enables one to contribute to the welfare of others." ALTRUISM

_____15. "Work which provides opportunity for independent thinking and for learning how and why things work." INTELLECTUAL STIMULATION

21. This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

    1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more and which ones you should do less. Mark each item in the appropriate place.
    2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.
    3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most at this time.

Communication skills	Doing all right	Need to do it more	Need to do it less	
1. Amount of talking in group	____	____	____	1.
2. Being brief and concise	____	____	____	2.
3. Being forceful	____	____	____	3.
4. Drawing others out	____	____	____	4.
5. Listening alertly	____	____	____	5.
6. Thinking before I talk	____	____	____	6.
7. Keeping my remarks on the topic	____	____	____	7.
8. _____	____	____	____	8.
Observation skills				
1. Noting tensions in group	____	____	____	1.
2. Noting who talks to whom	____	____	____	2.
3. Noting interest level of group	____	____	____	3.
4. Noting who is being "left out"	____	____	____	4.

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Life Planning

Goal 3.2

Notes

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Goal 3.2

21. Continued

5. Sensing feelings of individuals	_____	_____	_____5.
6. Noting reaction to my comments	_____	_____	_____6.
7. Noting when group avoids a topic	_____	_____	_____7.
8. _____	_____	_____	_____8.

Problem-solving skills

1. Stating problems or goals	_____	_____	_____1.
2. Asking for ideas, opinions	_____	_____	_____2.
3. Giving ideas	_____	_____	_____3.
4. Evaluating ideas critically	_____	_____	_____4.
5. Summarizing discussion	_____	_____	_____5.
6. Clarifying issues	_____	_____	_____6.
7. _____	_____	_____	_____

Morale-building skills

1. Showing interest	_____	_____	_____1.
2. Working to keep people from being ignored	_____	_____	_____2.
3. Harmonizing, helping people reach agreement	_____	_____	_____3.
4. Reducing tension	_____	_____	_____4.
5. Upholding rights of individuals in the face of group pressure	_____	_____	_____5.
6. Expressing praise or appreciation	_____	_____	_____6.

21. Continued

7. _____	_____	_____	_____7.
Emotional expressiveness			
1. Telling others what I feel	_____	_____	_____1.
2. Hiding my emotions	_____	_____	_____2.
3. Disagreeing openly	_____	_____	_____3.
4. Expressing warm feelings	_____	_____	_____4.
5. Expressing gratitude	_____	_____	_____5.
6. Being sarcastic	_____	_____	_____6.
7. _____	_____	_____	_____7.

Notes

Life Planning

Goal 3.2

22. Students take a look at traditional biographies and timelines and do some projecting of their lives into the future. They imagine that they are biographers writing about their lives 30 years from now. By doing this they get clearer on where they want their lives to go and identify possible pitfalls and blocks to getting there. This can be a long project, spreading over weeks of class time, covering a variety of aspects of their lives, or it can be a short-term, one-shot thing. Participants should have the chance to talk over their biographies with others and reflect when the activity is over on what they have learned.

Goal 3.3

Then have the students help you list on the board changes which they think may occur during the next 30 years. You can help stimulate their thoughts by writing this on the board:

CHANGE				
Technology	Environment	Economy	World Politics	Health Care

Ask the students how these changes might affect their biographies. Ask them to give specific examples from their biographies.

23. Use this to initiate the students' planning activities:

Goal 3.4

1. What are your plans after graduation?

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Life Planning

Goal 3.4

23. Continued

2. What type of job are you qualified to get?

3. List several classes that you have taken that helped prepare you for this type of job. What skills have you received from each?

4. Describe the type of work you might be doing at each job.

5. How might you prove your skills to a future employer?

6. Where would you go to get this type of job?

7. Do you know if there is a job waiting list or are they constantly hiring new personnel?

8. How long have most of their employees been on the job?

9. How much do you think people earn doing this type of work?

Hourly____ Weekly____ Monthly____ Yearly____

Do they work on commission? If so, at what percentage?

10. What additional education should you have to better your job position or salary?

11. What would you do if this job did not satisfy you, or if you were laid off?

12. Is this the type of work you prefer to do the remainder of your working years?

13. If not, what is your work goal (type of job you desire)?

14. What additional education will you need before getting this type of job?

Goal 3.4

24. Assign the task of planning the preparation of the students' own occupational choices. Have each choose an occupation based on a thorough knowledge of his or her aptitude, interests, ability and values. (In order to do this, they will need folders with orderly and up-to-date records of tests, grades, and guidance instruments.)

Have them research learning institutions and get applications and financial assistance forms. Have them include the costs, time plans and financing arrangements. They should be quite motivated to

24. Continued

do this as class work; many of the students are already involved with this planning.

Notes

Life Planning

Goal 3.4

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

IV. Academic and Vocational Skills

25. This is a general activity which can be used with students of any age. The participants will learn to listen more attentively, to remember and to comprehend.

    You will need a small styrofoam ball. This is the "talk ball." In the activity, only the person with the ball may speak, but first he or she must repeat what was said by the previous speaker.

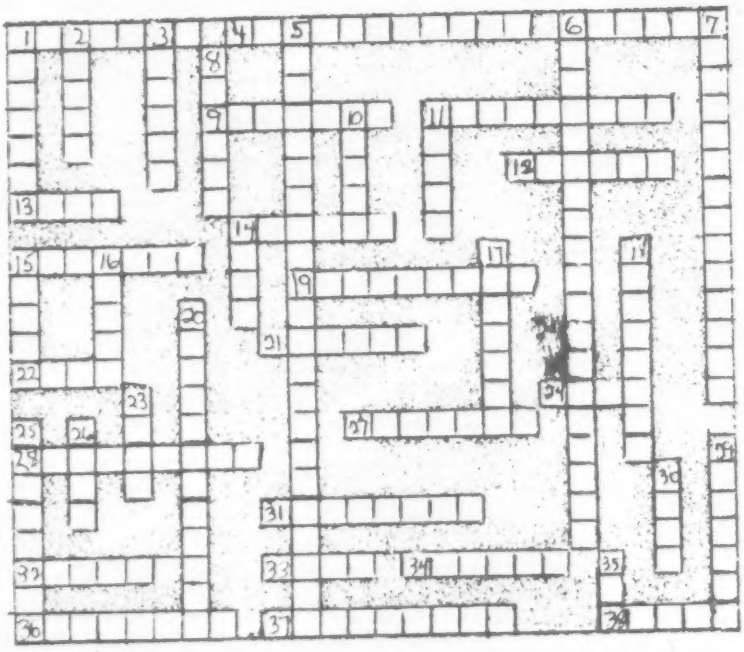
    The teacher may start a discussion by posing a problem or dilemma, and then by tossing the "talk" ball to another student.

26. Use a crossword puzzle* to help students learn about tax-related vocabulary and procedures.

    Present the list of words to be used in the puzzle:

Fiscal Year	sick
exempt	duties
tax liability	schedules
commission	refund
withholding tax	films
interest	alien
wage and tax	sales
tax table	accrual
March	form
May	exemption
individual return	return
taxable income	April
services	loss
income tax	rates
IRS	compute
sales taxes	sign
Articles of Confederation	amended
social security number	contribution
Revenue	itemizing
Customs	treasury
Internal taxation	gain
Amendment	evade
taxpayer	withhold
evader	tips
citizen	rent
personal	tariff
credits	cash
joint return	dividend
taxes	records
excise	deduction
adjusted gross income	law
Internal Revenue Service	wages
filing	Federal
social security	

26. Continued



Across

1. If you are a U.S._____you are generally required to pay Federal income tax.
4. A man and his wife may file a _____(2 words).
6. To charge the taxpayer's account for taxes due.
9. The 16th Amendment created the _____income tax.
11. In order to determine your tax liability you may report your deductions on one of these.
12. Taxes paid on imports.
13. A taxpayer must itemize deductions to claim a _____pay exclusion.
14. Generally January - April 15 is the _____period for Federal income tax returns.
15. An accounting method, in which income is accounted for when it is earned, whether or not it has been received; and expenses are deducted when they are incurred rather than when they are paid.
19. A taxpayer is entitled to only one _____for himself or herself.
21. Every taxpayer must file a Federal income tax_____.
22. Generally you may claim a deduction if this occurs in your business.
24. Each taxpayer must remember to _____his or her return.

Notes

Academic and Vocational Skills

Goal 4.2

Notes

Academic and Vocational Skills

Goal 4.2

26. Continued

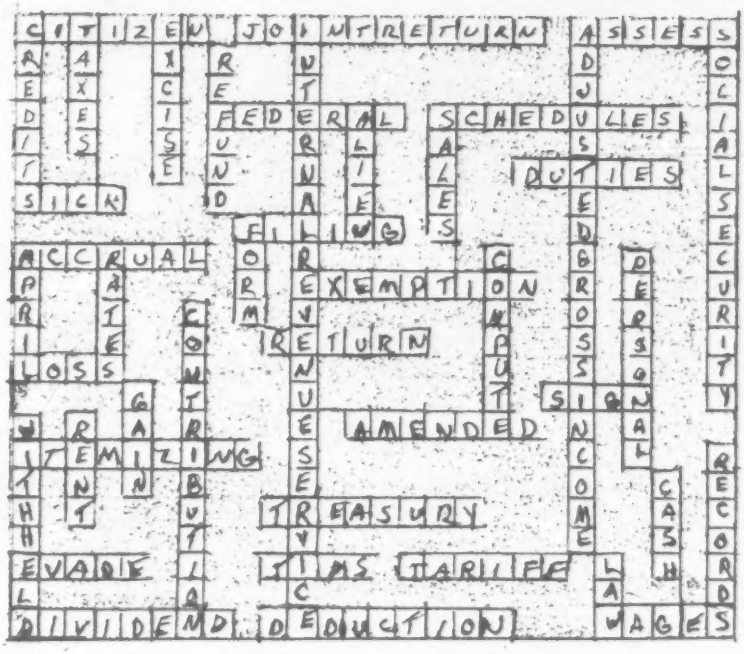
27. If you find you have not included all of your income after filing your return, you may file an _____return.
28. The process of listing specific tax deductions rather than taking a standard deduction.
31. The Department of the _____is responsible for developing, distributing and collecting Federal revenues.
32. To willfully seek to avoid paying taxes is to _____ them.
33. A type of income an employee must report to his employer if it exceeds $20 per month.
34. A list or system of taxes placed by a government upon exports or especially imports.
36. One type of income from ownership of stock.
37. A _____of $750 is allowed for each dependent claimed.
38. The most common form of income received by an employee.

Down

1. Estimated tax payments and other _____are deducted from your tax.
2. _____are what we pay for a civilized society.
3. This tax is imposed on specific items or services.
5. U.S. Government agency responsible for collecting the Government's income taxes (3 words).
6. You subtract itemized deductions from this figure (3 words).
7. This number must appear on your return (2 words).
8. If the amount of tax withheld is larger than taxes due then the taxpayer is entitled to a_____.
10. A person belonging to another country.
11. A tax paid for items we buy is called a _____tax.
14. A taxpayer must use the proper tax _____when filing.
15. The month in which most taxpayers are required to file their return.
16. A percentage used to express the level of your tax.
17. A taxpayer may _____his taxes by either of two methods.
18. A taxpayer may claim up to three _____exemptions if blind and over 65.
20. As a taxpayer you are entitled to a deduction for your _____to a church.
23. A net increase in income is a _____.
25. Most taxpayers have their taxes _____by their employers.
26. Income received for the use of your property.
29. Receipts and bills of sales which must be kept by a taxpayer.
30. There is a _____method and an accrual method.
35. A citizen is required by _____to pay his or her taxes.

26. Continued.

Here is the solution:



(*U.S. Government Printing Office: 472-446-1972)

27. Have each student research (and list) jobs for which they are qualified now or will be at the end of the semester. If you do this with twelfth graders, they can list jobs for which they qualify upon graduation. Have them each select the three for which they would apply if they were not going on to school of any kind.

28. Present the U.S. Office of Education Clusters to the students:

Service Group

Consumer and Homemaking
Public Services
Personal Services
Hospitality and Recreation

Business Group

Business and Office
Manufacturing
Marketing and Distributing

Notes

Academic and Vocational Skills

Goal 4.2

Goal 4.3

Goal 4.3

Notes

Academic and Vocational Skills

Goal 4.3

28. Continued

Transportation
Construction

Science Group

Health
Environmental Control
Agri-business and Natural Resources
Marine Science

Communication Group

Communication
Fine Arts and Humanities

Assign each student the following tasks:

A. Name the occupation you plan to enter.

B. How does it fit with your abilities, values, and interests?

C. What is the outlook for this occupation?
   1. Are there 500 or more people employed in it?
   2. Does it have an expansion/replacement need of 200 or more over a five-year period?

D. What are the requirements for the occupation you have chosen?

E. Where can you get the education and/or training necessary for this occupation?

F. What are the requirements of the training or education program you will need?

G. Do you qualify for the program?

Goal 4.4

29. This inventory can help students prepare for job interviews.

--1. Am I impulsive in my thoughts and actions?

--2. Is it easy for me to meet strangers and start a conversation?

--3. Do I tend to flit from one activity to another?

--4. Do I like to speak in public or before a group?

--5. Would I prefer to work with people rather than by myself?

29. Continued

--6. Am I usually insensitive to the opinions or remarks of others?

--7. Do I like to work in an atmosphere of change and variety?

--8. Am I easily adaptable?

--9. Am I self-confident?

-10. Is my enthusiasm easily aroused?

-11. Would I rather talk with people than write letters to them?

-12. Do I like to join organizations and clubs?

-13. Do I dislike to take orders from people?

-14. Do I prefer activities that call for energy and pep?

-15. Do I refuse to cross my bridges until I come to them?

-16. Am I stimulated by the rush and excitement of crowds?

-17. Do I like to assume responsibility?

-18. Am I resourceful?

-19. Do I like to direct the activities of others?

-20. Do I tend to be either "up in the air" or "down in the dumps"?

-21. Do I usually make my own decisions rather than seeking others' advice?

-22. Can I approach business appointments with self-confidence rather than having to force myself to keep appointments?

-23. Do I work best against a deadline?

-24. Do I insist that others accept my ideas and suggestions?

-25. Do I display initiative in both business and social activities?

Notes

Academic and Vocational Skills

Goal 4.4

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

HEALTH AND PHYSICAL EDUCATION ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. When teaching individual, dual, and team sports, and dance activities, introduce them as social skills that help us affiliate with and meet people.	Goal 1.1
2. Have the students divide sheets of paper in half. Have them list on the left-hand side all general health conditions which help us to become involved with other people. On the right-hand side they should list those health conditions which help us to become isolated from other people. Then ask them to describe ways in which these isolating conditions could be changed.	Goal 1.2
3. Help the students see that skill in communication helps foster good mental health. Have the students research and present information on such topics as: --"I" messages --labeling our feelings --active listening --social competencies --Parent Effectiveness Training --assertiveness training --raising (rearing) responsible children --Systematic Training for Effective Parenting --Teaching Affective Development --rational living Invite your counselor also to make presentations of the guidance kits and literature above. This person will also have more kits and books to add to the list.	Goal 1.3
4. Help the students learn to function effectively in emergency situations. Invite a speaker to demonstrate first aid treatments and to show how to equip a first aid kit. Have the students bring newspaper clippings showing ways in which emergencies were handled. Have them list or describe ways in which they can keep themselves and their families safe at home.	Goal 1.4
5. Invite the coaches to demonstrate the first aid techniques used by the school's athletic departments.	Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.2	6. Have the students fill a bulletin board with newspaper clippings of natural disasters. Then give each student a clipping. Have him or her write a paper describing how that event in that geographical setting may change (temporarily and permanently) people's life styles.
Goal 2.3	7. Have the students assess their own exercise needs for weight control, fitness and posture correction. Have them prepare daily exercise routines to help meet these needs. Have them demonstrate each exercise in the routine and tell why it is being used.
Goal 2.3	8. Have the students read biographies of famous athletes. Have them give informal summaries of their books and tell why they did or did not like them.
Goal 2.3	9. Ask your whole faculty to help expand student awareness of leisure-time activities. Have them teach mini-courses related to their favorite leisure-time activities. This may include such things as: --casting and angling --hunter safety --bowling --horsemanship --orienteering/backpacking/survival --archery --chess --table tennis --golf
Goal 2.3	10. Invite a exercise phipiologist to speak to the students on the effects of a sedentary life style as opposed to a physically active life style.
Goal 2.4	11. Have all the student trainers show students some athletic department procedures for treating injuries. Then, using Cramer's Athletic Trainer Manual, have the students learn basic tapings and abrasion treatments.
Goal 2.4	12. Introduce six sports fields that a person may enter professionally: --football --baseball --ice skating --golf --tennis --basketball Assign to groups of students a sport to research. The

12. Continued

groups will present the information gathered to the other class members. They should include:
--actual articles or equipment used
--the requirements
--salaries
--prominent professionals in that sport

Notes

Life Roles, Settings and Events

Goal 2.4

13. Invite the appropriate person in your department to explain such things as:
--the scheduling of athletic events
--contracts for athletic events
--the hiring of officials
--the procedures and costs of purchasing athletic equipment
--requirements of becoming an athletic official
--duties of an official
--advantages and disadvantages of becoming an official

Goal 2.4

14. Invite local workers from any of the health or hospitality and recreation occupations to speak to the class. Have them answer such questions as:

A. What are the educational requirements for becoming a _____?
B. Does one need a license?
C. How does one obtain a license?
D. How much money could one expect to make?
E. What are some local employment possibilities?
F. What are some of the things you do during the day?

Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	15. Have the students each prepare two lists: one will be appealing group recreation activities and the other will be of appealing individual recreation activities. Then explain the term rank order. It simply means that the first choice is numbered 1, the second choice is numbered 2 and so on. Have the students rank order the activities in the lists. Have them sit in small groups to explain their rank orders.
Goal 3.1	16. Have the students prepare research papers on topics related to life style such as: --drugs --alcohol --tobacco --cancer, carcinogens --heart disease --venereal disease Have them read their papers to the class, as the "professionals" do at their meetings and conferences.
Goal 3.2	17. Invite a local sporting goods dealer to bring uniforms and equipment to class. Ask this person to help the class figure (approximately) the total yearly costs of participating in several different sports, including fees for membership and/or facilities. Have the speaker name the least expensive and the most expensive sports to participate in.
Goal 3.2	18. Invite a Weight Watcher to demonstrate preparation of "legal" Weight Watcher foods. Have the students figure the caloric values of the foods prepared.
Goal 3.2	19. Have the students research current publications to find the effects on the body of: --sugar --salt --animal fat --coffee --artificial colorings --artificial flavorings --preservatives
Goal 3.2	20. Invite an athletic director from a nearby college to explain requirements, application procedures and stipulations of athletic scholarships.

21. After explaining various standardized tests, have students list their own strengths and weaknesses. They will then list steps which can be taken to improve on their weaknesses.

Notes

Life Planning

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.2	22. Invite several parents to present their families' expenditures for health and dental care and insurance for one year. Ask them to explain the group and individual health insurance they have. Invite someone who works with a Health Maintenance Organization to explain the costs of the same dental and health care services in an HMO.
Goal 4.2	23. Invite a pharmacist to explain the concept of generic drugs to the students. This concept and other myth-dispelling consumer information is presented in a paperback, The People's Pharmacy (by Joe Graedon, Avon, 1976).
Goal 4.3	24. Have the students list occupations in the U.S. Office of Education clusters of: --Health --Hospitality and Recreation Have the students select those occupations which interest them and do research to find: --what abilities are needed --if they have these abilities --the requirements for preparation --the high school courses which meet the training program entrance requirements
Goal 4.4	25. This "test" presents habits and attitudes necessary to maintain jobs in the health occupations. 1. Circle the items essential to good personal hygiene. a. clean shoes b. hose with runners c. clean underwear d. antiperspirant e. bath once a week f. clean uniform g. perfume and jewelry h. neat hair care 2. It isn't important to take a daily bath. T F 3. You should brush your teeth at least twice a day. T F 4. You may wear elaborate hair styles while working. T F 5. Plenty of sleep and the proper diet are important to your appearance. T F

25. Continued

6. It isn't necessary to remove makeup at night.
   T F
7. You may wear bright fingernail polish on duty.
   T F
8. It is important to wash your hands frequently.
   T F
9. It isn't necessary to maintain proper weight control and good physical fitness.
   T F
10. It is permissable to use alcohol and drugs on the job.
    T F
11. Lack of improper brushing of teeth will facilitate bad breath.
    T F

Have the students select jobs to research and prepare similiar "tests" of habits and attitudes.

Notes

Academic and Vocational Skills

Goal 4.4

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
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Science Activities
Social Studies Activities
Appendicies

MATHEMATICS ACTIVITIES

I. Self Knowledge

1. Invite the students to bring school pictures of themselves and their friends through the years. Put them on a bulletin board. (Have the seniors put their graduate pictures there too.)

   Invite photographers who take the senior pictures to explain how math is used in photography.

Notes

Self Knowledge

Goal 1.1

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	2. Have the students read biographies of Albert Einstein. Have them try to discover why Einstein did not like math in elementary school. Have them research to find the names of famous women mathematicians. Ask the students why math has been a male-dominated field. Invite your counselor to present a survey of research and teaching efforts which have been done to reduce math anxiety. Many of these students will become teachers who encounter people with math anxiety. This information may be available from women's centers or guidance and counseling centers.
Goal 2.1	3. Present to the students a list of the concepts or skills which will be taught in Algebra I (or any other math course). Have each student select five of the skills. Have him or her do research and interview local workers to name one occupation which uses each skill.
Goal 2.1	4. Help the students see the interdependence of mathematics and the sciences and their use in medicine. Here are two example activities: A. Using the exponential function $N=N_o 2^{kt}$, where t is time in some unit, k is a positive constant and N_o is the number present at time zero, find the number of bacteria present after 18 hours, and there were approximately 10^3 bacteria present at time zero and $k=\frac{1}{2}$. B. Using the exponential function $S=S_o 2^{-kt}$ where t is time in some unit, k is a constant (positive) depending on the substance and S_o is the quantity present at time zero, find the amount of radioactive substance remaining if t is 10 years and k=0.05 and the amount to start with is 25 grams.
Goal 2.3	5. Plan a field trip within the community where students photograph geometric shapes in architecture, industry and so on.

6. Have the students plan their dream vacations. Have them figure actual cost based on current public transportation fares and gasoline costs. They will also need to include the costs of meals and lodging.

Notes

Life Roles, Settings and Events

Goal 2.3

7. Have the art teacher present examples of geometric shapes used by famous artists. Perhaps the students can then create their own such works of art.

Goal 2.3

8. Have the students analyze the number of A's, B's, C's and so on from a 1,000 letter passage, noting the probability of the occurrence of each letter.

Goal 2.3

From the information gathered in the step above and a knowledge of the English language, have the students prepare and solve a cryptic message.

Have students do research on the Allied operation (Ultra Secret) that broke the German code during WW II and hastened the end of the war.

> A Bodyguard of Lies is a book which describes the interdependence of mathematicians and cryptologists during that war.

9. Use this activity to point out some of the math skills used by draftspersons.

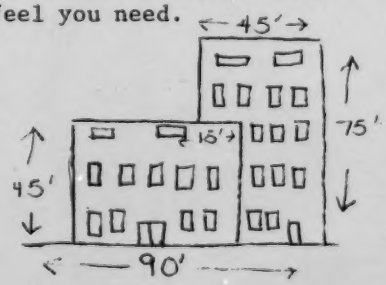
Goal 2.4

Make a scale drawing of this building on a scale of 1" to 10' or 1:120.

A. Use the proportion $\frac{1}{10} = \frac{x}{y}$

where y is the true size of the building (in feet) and x will be the dimension of the drawing (in inches).

B. Use the fact that opposite sides of rectangles have equal lengths to determine any missing distances that you feel you need.



Notes

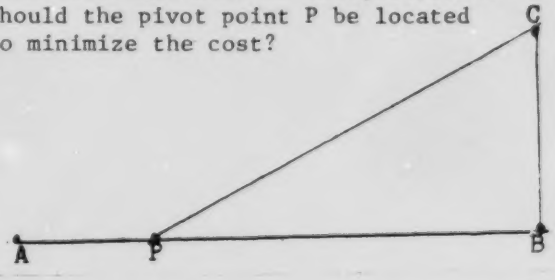
Life Roles, Settings and Events

Goal 2.4

10. Use these kinds of activities to show students the kinds of math skills used by statisticians

A. In the planning of a coffee shop it is estimated that if there are places for 40 to 80 people, the weekly profit will be $8.00 per place. However, if the seating capacity is above 80 places, the weekly profit on each place will be decreased by $.04 times the number of places above 80. What should be the seating capacity in order to yield the greatest weekly profit?

B. Town B is 10 miles east of A and town C is 3 miles north of B. An interstate highway is to be constructed from A to C. The cost along the existing roadbed from A to B is $400,000/mile, while the cost elsewhere is $500,000/mile. Where should the pivot point P be located so as to minimize the cost?



Goal 2.4

11. Invite to the class as resource persons, many workers who use math skills:
--pharmacists
--architects
--computer programmers
--planners
--bookkeepers
--actuarial clerks
--bankers
--mechanics

This will be even more relevant if these workers are employed in the community. Have them describe the math skills they use.

III. Life Planning

12. Divide the class into small groups. Give each some topic to analyze, such as the SCAT scores for the sophomore class for a given year. After gathering data and calculating the measures of central tendency and variance (including mean, median, mode and standard deviation) the groups will present their data and findings to the rest of the class. They may use visual aids such as histograms, frequency tables, normal curves and so on.

    Remind them that these scores and this information are essential for satisfying decisions.

13. Set up a problem where a student can buy a television set for $300.00. Give him or her several alternative choices. The choices might be:

    A. Borrow full amount from the bank and mortgage the car payment over 1 year, 10% interest.

    B. Finance full amount from TV sales store, payments over 2 years, 18% interest per year.

    C. Borrow full amount from small loan house, payments over 2 years, 20% interest.

    D. Take money from savings and repay yourself in $25 payments for 1 year.

    This is an excellent chance for you to tell the students that it is often necessary to "dig" for information needed to make good decisions.

14. Explain to students that we need to brainstorm to generate alternatives in the decision-making process. Arrange the students in small groups. Each group will brainstorm a list of occupations which use math skills.

    Present brainstorming guidelines:

    A. Try for many ideas.
    B. Do not judge the ideas of others.
    C. Use the ideas of others.
    D. Let the ideas be wild.

    Appoint a volunteer in each group to be recorder. Tell them they will brainstorm for ten minutes.

    Then have each recorder read that group's list aloud.

Notes

Life Planning

Goal 3.1

Goal 3.1

Goal 3.1

Notes	
Life Planning	
Goal 3.2	15. Have the students invest hypothetical amounts of money in various stocks on the New York Stock Exchange. They should keep track of gains and losses for several weeks.
Goal 3.2	16. Have the students investigate the types of insurance necessary and available through local agencies. Have the students figure their parents' insurance costs. These can include: --home --car --life --health -- hail --fire --theft
Goal 3.2	17. Help students become aware of the kinds of math skills people use in their life planning. Here is an example: The Tetrarch Company has a retirement plan with monthly benefits computed according to the formula B=9/20 q (2=n/50), where q is average monthly salary of the employee and in the number years the employee has been with the company. How many years must a person be employed if her average salary is $980 per month and her monthly benefits are to be $630?
Goal 3.3	18. Have the students read biographies of famous scientists and mathematicians: --Einstein --Newton --Descartes --Bacon Have the students look for patterns and important decisions in the lives of these people.

IV. Academic and Vocational Skills

Notes

19. Have the students collect different kinds of tables and graphs from newspapers and magazines. Have them explain their tables and graphs to one another in small groups. Explain that graphs and tables help present main ideas and aid our understanding of what we read.

Academic and Vocational Skills

Goal 4.1

20. Help the students figure their Grade Point Averages in each of their course areas. Have them research college and technical school bulletins to find GPA requirements for entrance into programs of their own choosing.

Goal 4.1

21. Have the students interview their parents to list ways in which they use mathematics in the home.

Have the students read their lists aloud to one another. Have them choose the most unique use of math in the home. Have them write a letter to the appropriate parents, notifying them of their unique use of math.

Goal 4.2

22. Have the students bring a variety of cans and boxes or carton labels. Have them convert the measurements to the metric system.

Goal 4.2

23. Shown are the index numbers that represent the price of food in the United States during the 1960's.

Goal 4.2

INDEX OF RETAIL PRICES OF FOOD

Year	Index
1962	103.6
1963	105.1
1964	106.4
1965	108.8
1966	114.2
1967	115.2
1968	119.3
1969	125.5
1974	-----
1979	-----

Here are some sample problems for students:

A. How much did the food price index increase over the five years 1964-1969? What was the average increase per year?

B. If you extrapolated the food price indexes given for 1964-1969 for the next five years, what index would you get for 1974? for 1979?

Notes

Academic and Vocational Skills

Goal 4.2

Goal 4.2

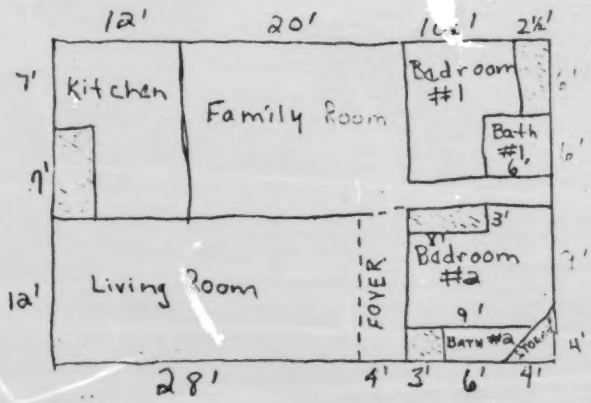
23. Continued

C. If a family had a monthly food bill of $106.40 in 1964, what is your estimate of the cost of the same food for 1974? for 1979?

24. Many homeowners do their own home improvement projects. Math skills are used both by consumers and floor covering salespersons.

Find the total cost of floor covering for this house. The shaded areas are not counted. The cost of floor covering is as follows:

Kitchen	$ .45/sq. ft.
Family Room	1.50/sq. ft.
Living Room	16.00/sq. yd.
Foyer	.98/sq. ft.
Bedrooms	9.00/sq. yd.
Baths	.54/sq. ft.
Storage Area	.45/sq. ft.



Goal 4.2

25. Have the students survey adults to learn how many of them do installment buying. Have the students figure actual costs, using the formula i=prt. Explain that service charge is used to replace down payment in some cases.

Goal 4.2

26. Have a representative from a savings and loan:
--describe problems involved when people fail to budget wisely.
--describe the different types of loans and savings accounts that are available.
--describe services and activities of the banking institution.

27. Have the students work in pairs to complete this activity:

SAMPLES OF JOBS (MATHEMATICS)

Educational Level	Occupation	A specific task in which Math skills are used
High School	1. Sales person 2. Bank clerk 3. Postal clerk 4. Bookkeeper 5. Roofer 6. Waiter/Waitress 7. Computing machine operator 8. 9. 10.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Specialty Training	1. Real estate agent 2. Interior designer 3. Insurance agent 4. Airline pilot 5. Buyer 6. Bank teller 7. Insurance adjuster 8. Carpenter 9. Upholsterer 10. Tax consultant 11. Appraiser 12. Lab assistant 13. 14. 15.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.
College or Graduate School	1. Actuary 2. Chemist 3. Architect 4. Teacher 5. Accountant 6. Engineer 7. Astronomer 8. Psychologist 9. Counselor 10. 11. 12. 13.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.

Notes

Academic and Vocational Skills

Goal 4.3

Notes

Academic and Vocational Skills

Goal 4.3

Goal 4.4

28. Post blank charts. Ask your resource persons (who speak about their math-related occupations) to write jargon from their occupations on the charts.

29. Have the students list their math strengths that would be of interest to employers. Have the students search the newspaper want ads for math-related jobs for which they qualify. Have them prepare letters of application. They can also prepare to make telephone calls to gather the necessary information to apply. Have them make lists of questions and reminders about the procedure for making such calls.

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English Activities
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Appendicies

PRACTICAL ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Divide the class into small groups. Have them think about how our attitudes affect what we do. Ask if it is true that we teach people how to treat us.

   Goal 1.1

   Give to each group one of the following statements:
   --Nobody likes me.
   --Everyone else always gets the breaks.
   --I never have any luck.
   --Why did this have to happen to me?
   --Teachers hate me.
   --I have nothing to wear to the party.

   Have each group write a biographical sketch of a person who has the attitude. Have the groups read them aloud to the rest of the class.

2. Have your typing students prepare for publication a weekly newspaper of school and community news. Have as the focus, the lives of people.

   Goal 1.1

3. Have your home economics students bring their own cake pans to class. Have the students draw the names of one another from a "hat." Each student will then design and create a cake for that person's birthday. Have them consider the tastes and interests of that person.

4. Have the students write, then type, their autobiographies. They can use this outline with a chapter for each Roman numeral.

   Goal 1.2

   I. Early Life
      A. Where and when born
      B. Earliest remembrances
      C. Early experiences

   II. Family
      A. Size of family
      B. Number of brothers and sisters
      C. Favorite family pastime

   III. Friends
      A. Who they are
      B. Things we do together

   IV. School Experiences
      A. Early school life
      B. Recent school experiences

   V. Likes and dislikes
      A. Likes
      B. Dislikes

Notes	
Self Knowledge	4. Continued
Goal 1.2	VI. Goals for the Future A. Educational B. Occupational C. Family member D. Citizen E. Leisure participant
Goal 1.2	5. Have the students work in groups to prepare skits illustrating consequences of bad food habits. Each skit can have one of the following main characters: --Nervous Nellie, who had only a coke --Lazy Lilly, who ate too much --Fidgety Fran, who skipped lunch because she's dieting --Droopy Daisy, who skipped breakfast --Irritable Iris, who never has time to eat enough
Goal 1.2	6. Give the students this handout for personal goal setting and self assessment. I AM TRYING TO DISCOVER WHO I AM SO THAT I MIGHT KNOW WHAT I MUST DO TO ACHIEVE WHAT I CAN BECOME . . MY BASIC GOOD QUALITIES AND GIFTS: _____ Loves _____ Attitudes _____ Beliefs _____ Insights _____ Ideas _____ Procedures _____ Skills MY BASIC LIMITATIONS: _____ _____ Lacks _____ _____ Hates _____ _____ Egos WHAT CAN I DO TO OVERCOME THESE LIMITATIONS? _____ Set goals _____ Listen _____ Think _____ Establish patterns _____ Predict _____ Be prepared _____ Affirm values _____ Act WHAT HAVE I DONE LATELY THAT TURNED SOMEBODY OFF? _____

6. Continued

WHAT HAVE I DONE LATELY TO TURN PEOPLE ON?

_____

_____

TO IDENTIFY A PROBLEM IS TO BEGIN TO SOLVE IT.

_____

WHAT MY CLOSEST FRIEND TRULY THINKS I AM:

_____

_____

_____

WHAT MY PARENTS HONESTLY THINK I AM:

_____

_____

_____

THE MIRROR OF ANOTHER OFTEN REVEALS AN UNUSUAL REFLECTION OF ONE'S OWN SELF OR EVEN OF ONE'S "OTHER" SELF.

YOU MUST NEVER SUBMIT TO BEING A PRISONER OF TIME. LEARN TO USE IT. DON'T LET IT USE YOU.

I USUALLY SPEND MY SPARE TIME:

_____ Thinking
_____ Working on hobbies
_____ Sleeping
_____ Reading
_____ Socializing
_____ Working
_____ Achieving

I SPEND TOO MUCH TIME WITH:

_____ Circumstances
_____ Entertainment
_____ Challenges
_____ Schedule
_____ Daydreaming

TWO LASTING CONTRIBUTIONS I HAVE MADE SO FAR:

_____

_____

Notes

Self Knowledge

Goal 1.2

Notes

Self Knowledge

Goal 1.2

6. Continued

MY GREATEST DREAMS FOR NOW:

_____
_____
_____

WHAT SHOULD BE MY GREATEST CONTRIBUTIONS TO HUMANITY?

_____Attitudes
_____Things
_____Monuments
_____Ideas
_____Spirit
_____Heritage
_____My life's work
_____My atmosphere

WHAT CAN BE MY CONTRIBUTIONS?

_____
_____
_____

HOW HAVE I REACTED THUS FAR WHEN MY GOALS OR DREAMS DON'T WORK OUT?

_____
_____

WHAT ABOUT MY FAMILY?

Would I want my children to love me in the way that I love my parents? _____

Do I have the right to expect my children to love me as I wish to be loved? _____

Do I have the qualities to become the kind of parent that I would like my parents to be? _____
What are these qualities? _____
_____

What are my parents' greatest attributes? _____
_____

What are their greatest weaknesses? _____
_____

Is their weakness my fault? _____
_____
Do I take advantage of them? _____

What do my parents expect of me? _____
_____

Do I live up to their expectations? _____
_____

6. Continued

What responsibilities do I have to my own family?
_____

Am I as considerate of my brothers and sisters as I am of my friends? _____ Why?_____
_____

If I do not have any brothers or sisters, would I want any? _____ Why? _____
_____

How does one continue to express the values taught by parents and family without being phony? _____
_____
Should I? _____

Do I disagree with my parents and how do I communicate honestly with them? _____
_____

What really is love? _____

How do I define it? _____

Do I know truly how to give love? _____
_____

Do I know how to receive it? _____ Why? ___
_____

Notes

Self Knowledge

Goal 1.2

7. Here are some situations for which letters can be composed and typed:
   A. Make a hotel reservation.
   B. Inform a writer that your employer is out of town and will answer upon return.
   C. Order equipment or supplies for office use.
   D. Request or accept speakers' services.
   E. Request credit information.
   F. Grant or refuse credit.
   G. Make an appointment.
   H. Apply for a job from a newspaper ad.
   I. Write a want ad for the newspaper for a receptionist.
   J. Write a letter to a friend.
   K. Write a television or radio ad selling a product or service.

Goal 1.3

8. A home is the combination of all the materials, talents, skills, activities, feelings and hopes which a group of people draws upon to build itself into a family. Have the students group together and list those concerns, problems, and worries which their parents have. Then make a list of their own concerns, problems and worries. Draw conclusions

Goal 1.3

Notes	
Self Knowledge	8. Continued from having made this comparison.
Goal 1.2	Invite a family counselor to discuss these family problems and solutions. He or she should discuss the services available. Career, procedures, job qualifications, salary and job opportunities should also be discussed.
Goal 1.3	9. Demonstrate non-verbal clues about communicating and listening. --whole body --gestures --tone of voice --posture --feelings --way we sit "Role play with the student next to you a situation between you and a member of your family about dating or another relevant topic." Have the students across the table list the non-verbal messages being sent.
Goal 1.4	10. The class, in groups of four or five, will disassemble and reassemble a piece of equipment such as a lawn mower, garden tiller, washer, etc.
Goal 1.4	11. Invite as a resource person a Union Steward to present collective bargaining. Perhaps this person can set up a collective bargaining simulation in the classroom. You may want to process the activity with some questions. A. Describe the five steps of the collective bargaining process. B. How do you feel about labor unions and that some companies force employees to join? C. Describe the historical events which gave rise to the formation of labor organizations. D. What are the good and bad points about labor organizations? E. Describe the federal government's part in the regulation of labor organizations. F. Will labor unions continue to serve the best interests of workers or will an alternate system emerge to represent labor?

12. Invite a school administrator to come to the classroom to dictate (in realistic fashion) two letters.

> Before the administrator comes, ask if they will make the dictation as realistic as possible.
>
> A. Make them read back.
> B. Do change your mind about wording.
> C. Intentionally have interruptions:
> 1. "Please make a reservation for two at Tiffany's Attic tonight."
> 2. "Cancel my afternoon appointments because the State Supervisor will be here."
> 3. Ask for at least two carbon copies of the letter.
> 4. Tell them to get three different files.
> 5. Compliment on the clean desk!

Explain some rules before your administrator arrives:

A. At the beginning of session ask if they prefer to be interrupted during dictation or if they would rather wait until afterwards if something is not clear.

B. If she asks for a sentence to be repeated--someone quickly do this.

C. If there is an interruption, do not be noisy. Read over notes and put in punctuation (edit your notes).

D. If this does happen, be prepared to read back the last paragraph.

E. Never argue with dictator!

F. When the letter has been dictated, ask her if she would like you to read the letter for changes.

After dictation, the students transcribe (type) the letters in correct form. Then look over the letters and mark them "mailable" or "unmailable."

> Any disputes over evaluation of finished letters can be settled by the dictator.

Notes

Self Knowledge

Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	13. The instructor will have one class leave the kitchen a mess after the day's food preparation assignment has been completed so that when the next class comes in, they will find that they are unable to perform their task because the previous class was irresponsible. The students will discuss this situation in relation to the world of work, providing examples of the interdependence of workers, as in a team.
Goal 2.1	14. Students will be given a length of wire and a pair of pliers. Each student will make a coat hanger. The next day, the students will use jig and fixtures to make coat hangers. The class will discuss the role of the individual in the work situation and how production methods improve products. Each student will write to local metal workers inquiring about various jobs and their requirements. A bulletin board display will be used to present the student's information to the other students. Students will tour a local sheetmetal plant. After the tour, the students will discuss the occupations and benefits of working in the metals area, as well as unions.
Goal 2.2	15. Invite working mothers and fathers of young children. Select couples who share both family service maintenance tasks and child care responsibilities. Include single working parents. Ask them to describe shortcuts they use in their home maintenance tasks. Ask them to describe low-upkeep interiors they have or long for. Ask them to describe their use of labor-saving devices.
Goal 2.3	16. Have the FHA organize a crafts fair, perhaps in cooperation with several area chapters. Invite persons to demonstrate a variety of crafts and leisure-time activities. Invite senior citizens to demonstrate crafts of their generation, such as quilting, tatting, apple-head dolls, cornhusk decorations, whittling and so on.
Goal 2.3	17. Invite a "candy striper" or "pink lady" to talk about local opportunities for volunteer work. Have these people tell <u>why</u> they work for no pay.

18. Have students make up crossword puzzles using the following titles:

Transit clerks	Batch clerk
Exchange clerks	Out-clearing clerk
Interest clerks	Proof-machine operator
Mortgage clerks	Manager, statement clerks
Console operator	Account analyst
Tape operator	Christmas-club bookkeeper
Verifier operator	Reconcilement clerk
Bank teller	Discount bookkeeper
Bank officer	Interest-accrual bookkeeper
Safe-deposit box bookkeeper	Investment-bonds bookkeeper
Savings bookkeeper	Trust bookkeeper
Insurance clerk I	Coupon clerk
Bank cashier	Letter-of-credit clerk
Commodity-loan clerk	

Notes

Life Roles, Settings and Events

Goal 2.4

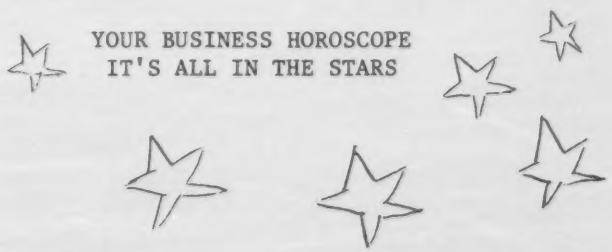
19. Have your shorthand students peruse Occupational Outlook Handbook, Dictionary of Occupational Titles and so on for occupations using shorthand. Have them write the information they find using shorthand. Allow them to write their notes on ditto sheets, run these off and distribute them to the class. Have the class transcribe the notes. Have students practice reading aloud from the notes. Have the student who produced the ditto also supply the original in typed form to the teacher for correction purposes. A grade could be given on this assignment.

Goal 2.4

20. Students will take a State Merit Exam (takes 2 class periods) covering the following areas:
--Straight copy (5 minutes)
--Spelling (5 minutes)
--Word choice (5 minutes)
--Manuscript (10 minutes)
--Proofreading (5 minutes)
--Letter (10 minutes)
--Arithmetic (15 minutes)
--Table (10 minutes)

Goal 2.4

21. Here is a bulletin board idea. The stars are labeled with course names, course descriptions and job opportunities.



Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

21. Continued

> You can put any department name in place of the word business.

22. Provide the class with the following five general areas of Home Economics.

A. Human Development and the Family
B. Home Management
C. Foods and Nutrition
D. Textiles and Clothing
E. Housing and Interior Design

Help the students list occupations in each area.

Divide the class into five groups. Let each group take one of the areas and find out as much information as they can on each occupation. They should include qualifications and skills necessary, opportunities locally or nationally, salary and so on.

Have each group interview an individual employed in their specific area of Home Economics. Students should present interviews.

Goal 2.4

23. A bulletin board with two changeable sections is posted. One section is for a job title; the other for job requirements. Each student in the class, in turn, is to think of an occupation that requires the skill and to find out the rest of the job qualifications. Once a week a different student makes new inserts for the changeable sections to replace the ones from previous weeks. This activity forces students to be aware and to find out.

24. Help the students examine agriculture-related occupations.
--Cattle rancher
--Feedlot operators
--Ranch hand
--Soil conservationist
--Cattle buyer
--Cattle seller
--Ranch boss
--Cattle breeder

Here are many things students can do.

A. Have a cattle farmer discuss the various jobs to be done during a typical day.
B. Take a field trip to a cattle ranch and notice the various equipment in use there.
C. Make a chart showing the various types of cattle bred in this country and around the world.
D. Make a chart showing the rise and fall of cattle prices, marking the best times to buy and sell.
E. Make a list of different ways to transport cattle from the farm all the way to your store.
F. Go to a stock auction and check the price trends over a two-month period.
G. Make a notebook of the various types of cattle brands and make a short report on what they signify.
H. Get involved with your local 4-H organization.
I. Make a research project on the various types of food consumed by cattle, in the summer, spring, winter and fall.

Notes

Life Roles, Settings and Events

Goal 2.4

25. From the newspapers cut out want ads, each pertaining to a different kind of job opportunity. Mount these on different sheets of paper. Underline the requirements that are stated in each advertisement. From these ads supply the information requested below.

Analysis of Want Ads

A. Brief description of job opportunity.
B. Amount of experience required.
C. Other qualifications: education, skills or special abilities, age, personality factors and physical requirements.
D. If you do not know very much about this job title look it up in the DOT or Occupational Outlook Handbook. Write out what you have learned about it on paper.
E. Write out what questions you would like answered about this job - what you need to know in order to decide whether to take the job or even look into it.
F. Pretend you are going to call this company or write a letter in response to the ads. Write out your telephone conversation or prepare a letter of application.

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

25. Continued

G. Is this a personnel agency or a company? How can you tell? Hand these in to your teacher.

III. Life Planning	Notes
26. Make a collection of newspaper and magazine advertisements for grooming aids. Discuss the statements made in the advertisements. What appeal is made to the consumer? Try to determine whether the advertising is factual or emotionalized. Have an open discussion on occupations that are related to the careers in advertising and public relations. Invite a representative from an advertising agency to discuss the "make-up" of an advertisement. She should include a discussion of her career. Have the students work in small groups to create an advertisement. The subject matter of this will be a grooming product.	Life Planning Goal 3.1
27. Discuss fashion, fad and style. Have students collect pictures of current fad clothing and accessory items. Each student should present what she has collected. Discuss advantages and disadvantages of choosing these items. Have each student answer the following questions: 1. What is the relationship between the price of a garment and the quality of its fabric? 2. Does it ever make good sense to purchase a garment that does not meet all the standards of good construction? Invite a local store manager or buyer to talk to the class about the new fabric available, training given salespersons and opportunities in the textile field.	Goal 3.1
28. Include the following skills in your consumer decision unit: A. Label reading B. Ingredient study C. Actual product testing D. Consumer studies through article reports. 1. consumer reports 2. consumer research 3. changing times 4. newspapers and magazines	Goal 3.1
29. Here is a list of problem-solving situations which can be used for independent projects. A. Distribute letters containing underlined words that are overused; require students to make a better word choice. Refer them to the dictionary. B. Provide students with a list of trite words and phrases and proper substitutions.	Goal 3.1

Notes	
Life Planning	
Goal 3.1	29. Continued C. Distribute letters that contain errors and have students make necessary corrections. D. Give students a business letter which is not well written and ask them to rewrite it. E. "Lift" weak sentences from students' letters and write these sentences on a transparency. Ask students to rewrite these sentences in class. F. Select ads from magazines or the newspaper and have students evaluate their effectiveness and relevance. G. Have students design TV commercials to advertise occupations and present to the class. H. Have students write a radio program describing various occupations or interviewing people in different careers and present it to the class or school over the PA system.
Goal 3.2	30. Have the students each list several of their goals. Then under the goal, list the human and physical resources needed to attain the goal.
Goal 3.3	31. Have the students work in pairs to list three changes (which have affected the world of work) which have been caused by each of the following: --automation --flexible working hours --shorter work week --women working --mothers working --skills needed --education needed --mobility --job satisfaction Have the pairs read their changes aloud. Then have them list changes we may expect to see in the next 20 years in the world of work. Have the students share these aloud. Ask the students to list ways people can remain flexible and be ready to change jobs when necessary. Ask them to name people who have done this. Have the students explore ways of getting more training: --correspondence courses --night school --Armed Forces --in-service training --education paid for by your employer --Missouri Vocational Rehabilitation

32. Practical Arts projects provide much opportunity for students to assume responsibility for their own planning.

    Have the students figure costs and work scheduling. Have them calculate the cost in terms of person hours at the current minimum hourly wage.

33. In small spiral notebooks or folders, entitled, "Occupation Log," the students will begin listing personal abilities, achievements, values and interests to help them reflect on what they want to do with their lives. This log may include notes, magazines and newspaper clippings or occupations in which they are interested, sources of information and so on.

Notes

Academic and Vocational Skills

Goal 4.1

IV. Academic and Vocational Skills

34. The purpose of the following activities is to develop an understanding of addition of different positive and negative signed numbers in everyday life. This should be an asset to all people in everyday situations.

A. Julie was on a diet. Her weight over a 4-week period fell 6 pounds, rose 7½ pounds, fell 4 pounds and rose 3½ pounds. How did her weight then compare with her weight at the start of her diet?

B. "Whirlwind McCoy," the left halfback on a football team, made the following yardage on successive carries of the ball: 13, -3, 5, -11, 2, -3. What was his net yardage on these six plays?

C. Mr. Jackson had a balance of $121.50 in his checking account. During the next week he wrote checks for $47.20, $18.55, $32.40. On Saturday, he made a deposit of $82.00. What was his balance after making the deposit?

D. During 4 days, St. Jude's Mercy Hospital received 12 new patients and discharged 9, received 11 and discharged 10. How did the numbers of patients in the hospital then compare with the start of the 4 day period?

Goal 4.1

35. A Bookkeeper often uses formulas in connection with work that involves algebraic equations. The objective of this lesson is to find the simple interest rate for the given data using the formula:

$$R = \frac{2PC}{A(N+1)}$$

R = Simple interest rate
P = Number of payment periods in one year
C = Finance charge in dollars
A = Amount borrowed
N = Number of payments in contract

A company for which you are doing the bookkeeping, has borrowed $2600 for the purchase of a truck. The loan is to be repaid by 24 monthly payments. The interest rate for this loan is $6.00 per hundred per year. How much would the simple interest rate be?

From this we find $R = \frac{2 \times 12 \times 312.00}{(2600)\ (24+1)} = \frac{748,800}{65,000}$

$= 11.52\%$

36. Typing students can learn to arrange material attractively whether for personal or vocational use.

    Students will be given exercises in the centering of material such as the following:
    A. Personal Invitations
    B. Telephone List of Class Members
    C. Current job titles and number of people thus employed
    D. Play programs
    E. Title page of research paper
    F. Outline of research paper

Notes

Academic and Vocational Skills

Goal 4.1

37. Divide class into Businesses A and B, with Business A to write letters of different types to Business B. Those receiving the letters in Business B are to prepare replies, the roles are then reversed. The teacher may wish to give points for good letters and encourage each business to strive for the most points. Points may be equated with dollars.

Goal 4.1

38. Help students learn wise use of credit. Have them choose topics to investigate and report to the class.

    A. List advantages and disadvantages of using credit.
    B. Study and discuss the "Truth-in-Lending" law.
    C. Report to the class some reasons for rising use of consumer credit.
    D. List some typical features of installment credit.
    E. Discuss how consumers should "shop" for credit.
    F. Find out how our state laws seek to protect borrowers.
    G. Obtain an application for credit from a store or finance company. Explain the reason why the creditor wants the particular information required on the application form.
    H. Figure total interest on items purchased on a revolving charge account at 1½ percent interest per month for a year. Compare the total price versus a regular charge account or paying cash.
    I. Find out how a credit card is obtained and explain the uses, advantages and disadvantages.
    J. Obtain an application for a mortgage loan. Discuss the features of this type of loan. Be able to explain the responsibilities of an individual in borrowing money in this manner.

Goal 4.2

Notes

Academic and Vocational Skills

Goal 4.3

39. Help students think through the preparation necessary for them to meet their occupational goals.

A. What are your interests? List below your favorite school subjects, the types of work you like to do, and the types of activities in which you like to participate. Include also those things you particularly dislike.

Likes	Dislikes

B. What do you hope to be doing in five or ten years?

C. Where do you hope to be in five or ten years? In a small town? A large city? Working for a governmental agency?

D. List three to six types of skills, training, and/or experiences needed to reach your occupational goal. (Specify occupational goal.)

1.
2.
3.
4.
5.
6.

E. Analyze your personal qualities. List your good qualities and poor qualities below.

Good Qualities	Poor Qualities

F. List your basic job skills. Are you a good listener? talker? reader? Are you good at spelling? mathematics? punctuation? List your strong and weak points below.

Strong Points	Weak Points

G. List your specific job skills.

H. Name two jobs for which you are considering applying.
1.
2.

I. List the job skills and training needed for these jobs. Consult the Occupational Outlook Handbook, or the Dictionary of Occupational Titles.

39. (Continued)

Job "A" _____
Job "B" _____

J. Compare those skills required for the job mentioned above to your job skills.

K. Name or list less desirable routine skills that are a part of all jobs, such as cleaning desks, washing dishes and cleaning up.

You may wish to use the Mo VIEW Career Planning booklet in place of the above activity if it is available to you.

40. Have the students work in pairs to find want ads for jobs in the practical arts areas. Have the pairs of students each prepare a role play. One can be the interviewer and one can be the job applicant. Have the pairs present their role plays to the rest of the class. Distribute copies of the following handouts:

PREPARING FOR INTERVIEW

The interview is the final and most important step in your job campaign. Don't dread the interview - it will give you your opportunity to discuss your qualifications for a new position.

Try to prepare yourself for any questions the employer might ask. Also, you should think about questions you will want answered concerning the position. Here are some helpful tips:

A. Groom yourself. Remember, first impressions are important.

B. Arrive at the interview a few minutes earlier than your appointment. If there is a receptionist or secretary, tell her who you are and give the name of the person you are to see.

C. Be cheerful and polite.

D. Speak clearly, listen carefully and be interested.

E. Your answers should be to the point, but more than yes and no. Try to make the interview interesting but don't get too carried away. Remember, the employer's time is valuable.

F. Leave your cigarettes and chewing gum hidden or at home.

Notes

Academic and Vocational Skills

Goal 4.3

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

40. Continued

G. Know something about the position for which you are applying.

H. Look for clues when the interview is over. Usually an employer will ask, "Do you have any more questions?" This is probably a good time to say, "No thank you, but I enjoyed our interview and hope that you will consider me for the position with your company."

I. Look directly at your interviewer. When the top of your head is all that can be seen, it is hard to determine your interest, appearance, and enthusiasm.

J. Be on your best behavior from the minute you enter the building for the interview until you leave. Other persons, such as the receptionist, might be called on to give their opinions of you or what your reaction was while you waited to see the personnel manager.

NEGATIVE FACTORS EVALUATED DURING AN EMPLOYMENT INTERVIEW FREQUENTLY LEADING TO REJECTION OF THE APPLICANT

1. Poor personal appearance
2. Overbearing: overaggressive, conceited "superiority complex," a know-it-all
3. Inability to express onself clearly: poor voice, diction, grammar
4. Lack of planning for career: no purpose and goals
5. Lack of interest and enthusiasm: passive, indifferent
6. Lack of confidence and poise: nervousness, ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money: interested only in best dollar offer
9. Poor scholastic record: just got by
10. Unwilling to start at the bottom: expects too much too soon

40. Continued

11. Make excuses: evasiveness, hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy: ill-mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for schoolwork.
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him or her
31. Emphasis on whom he or she knows
32. Not interested in company or in industry
33. Unwillingness to go where we send him or her
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant: strong prejudices

Notes

Academic and Vocational Skills

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

40. Continued

38. Narrow interests

39. Spends much time in movies

40. Poor handling of personal finances

41. No interest in community activities

42. Inability to take criticism

43. Lack of appreciation of the value of experience

44. Radical ideas

45. Late to interview without good reason

46. Never heard of company

47. Failure to express appreciation for interviewer's time

48 Indefinite response to questions

APPROPRIATE BEHAVIOR FOR A JOB INTERVIEW

--Wait until the interviewer has invited you to be seated.

--Try not to be nervous; the interviewer's job is to secure basic information, not to trick the applicant.

--Sit straight in the chair and avoid restlessness.

--Refrain from smoking unless the interviewer is smoking and invites the applicant to do so.

--Answer questions directly. The questions asked may already be answered in the application form; but the interviewer wants to converse with the applicant and observe his or her self-expression and reactions to certain topics.

--Be aware of the background and functions of the company or organization and ask questions if they are needed to clarify the duties of the position.

--Be able to tell the interviewer why you want employment and state your qualifications for fulfilling the position in a responsible manner.

--Work any test given as quickly and accurately as possible. The type of test required will depend

40. Continued

upon the company and the position. Tests may be in typing, shorthand, vocabulary, simple math and/or reasoning.

The class can use the following handout to evaluate the interview role plays:

INTERVIEW SUMMARY

NAME _____

APPEARANCE
___Very untidy - poor taste in clothes
___Somewhat careless about personal appearance
___Satisfactory personal appearance
___Good taste in dress - better than average appearance
___Unusually well groomed and very neat - good taste

FRIENDLINESS
___Appears very distant and aloof
___Approachable - very friendly
___Warm, friendly, sociable
___Very sociable and outgoing
___Extremely friendly and sociable

POISE-STABILITY
___Ill at ease - is jumpy and appears nervous
___Somewhat tense - is easily irritated
___As poised as the average applicant
___Confident - appears to like crisis more than most
___Extremely well composed - can thrive under pressure

PERSONALITY
___Unsatisfactory for this job
___Questionable for this job
___Satisfactory for this job
___Very desirable for this job
___Outstanding for this job

CONVERSATIONAL ABILITY
___Talks very little - expresses self poorly
___Tries to express self, but does fair job at best
___Average expression
___Talks well and to the point
___Excellent expression - extremely fluent

ALERTNESS
___Slow to catch on
___Rather slow - requires more than average explanation
___Grasps ideas with average ability
___Quick to understand - perceives very well
___Exceptionally keen and alert

Notes

Academic and Vocational Skills

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

40. Continued

EDUCATIONAL BACKGROUND
___Poor background
___Fair background
___Average background
___Excellent background

OVERALL EVALUATION
___Definitely unsatisfactory
___Average
___Definitely above average
___Outstanding

Goal 4.4

41. Frank Endicott, Director of Placement at Northwestern University, surveyed 92 companies for a list of questions frequently asked in job interviews. Take the time necessary to write out brief answers to each of the questions. It will help you clarify your thinking and establish ready answers.

QUESTIONS FREQUENTLY ASKED DURING THE INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time?
4. What are your hobbies?
5. In what type of position are you most interested?
6. Why do you think you might like to work for our Company?
7. What jobs have you held? How were they obtained and why did you leave?
8. What courses did you like best? Least? Why?
9. Why did you choose your particular field of work?
10. What percentage of your college expenses did you earn? How?
11. How did you spend your vacations while in school?
12. What do you know about our company?
13. Do you feel that you have received a good general training?

41. Continued

14. What qualifications do you have that make you feel that you will be successful in your field?

15. What extracurricular offices have you held?

16. What are your ideas on salary?

17. How do you feel about your family?

18. What is your father's occupation?

19. How intersted are you in sports?

20. If you were starting college all over again, what courses would you take?

21. Can you forget your education and start from scratch?

22. Do you prefer any specific geographic location? Why?

23. How much money do you hope to earn at age 30? 35?

24. Why did you decide to go to this particular school?

25. How did you rank in your graduating class in high school?

26. Where will you probably rank in college?

27. Do you think that your extracurricular activities were worth the time you devoted to them? Why?

28. What do you think determines one's progress in a good company?

29. What personal characteristics are necessary for success in your chosen field?

30. Why do you think you would like this particular type of job?

31. Tell me about your home life during the time you were growing up.

32. Are you looking for a permanent or temporary job?

33. Do you prefer working with others or by yourself?

34. Who are your best friends?

Notes

Academic and Vocational Skills

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

41. Continued

35. What kind of boss do you prefer?

36. Are you primarily interested in making money or do you feel that service to humanity is a satisfactory accomplishment?

37. Can you take instructions without feeling upset?

38. Tell me a story.

39. Do you live with your parents? Which of your parents has had the most profound influence on you?

40. What have you learned from some of the jobs you have held?

41. Can you get recommendations from previous employers?

42. What was your record in military service?

43. Have you ever changed your major field of interest while in college? Why?

44. When did you choose your college major?

45. Do you feel you have done the best scholastic work of which you are capable?

46. How did you happen to go to college?

47. Have you ever had any difficulty getting along with fellow students and faculty?

48. How long do you expect to work?

49. What is the source of your spending money?

50. Have you saved any money?

51. Do you have any debts?

52. Do you attend church?

53. Do you like routine work?

54. Do you like regular hours?

55. What is your major weakness?

56. Define cooperation!

57. Will you fight to get ahead?

41. Continued

58. Do you demand attention?

59. Are you eager to please?

60. What do you do to keep in good physical condition?

61. Have you had any serious illness or injury?

62. Are you willing to go where the company sends you?

63. What job in our company would you choose if you were entirely free to do so?

Notes

Academic and Vocational Skills

Goal 4.4

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

SCIENCE ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Explain how a hearing aid operates. What function of the ear does it replace?

Goal 1.3

Examine a saxophone, trombone and other musical instruments to discover how they produce sounds of different pitches.

Many deaf people communicate through sign language. Investigate a sign language: Ameslan or Siglish. Learn several signs and demonstrate them to your class. If possible, have a deaf student or adult who uses sign language visit your class to explain how sign language is used to communicate.

Watch a television program with the sound turned off. Watch exactly 5 minutes and count the number of words you can understand. How could you understand these words without sound?

2. This activity deals with blood typing. Students find their own blood types. It can also be used for Health, Home Economics or Sex Education courses.

Goal 1.4

Here are the materials needed:

A. Blood serum
   Anti A
   Anti B
   Anti AB (Control)
   Anti Rh
B. Microscope
C. Two microscope slides
D. Crayon
E. Cotton ball
F. Alcohol
G. Toothpick
H. Band-aid
I. Lancet

Distribute copies of the sheet, MY BLOOD TYPE:

MY BLOOD TYPE

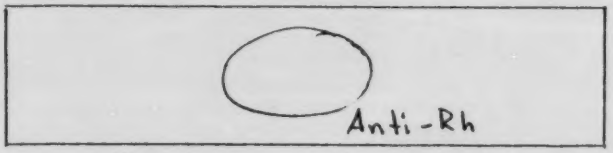
Blood type

Notes

Self Knowledge

Goal 1.4

2. Continued



Rh factor

Blood Type

1. Clump in a but mix in b = Blood type A
2. Mix in a but clump in b = Blood type B
3. Clump in both a and b = Blood type AB
4. Mix in both a and b = Blood type O

Rh Factor

1. Clump with Anti Rh = Rh+
2. Mix with Anti Rh = Rh-

MY BLOOD TYPE IS _____

MY Rh FACTOR IS _____

Transfusion chart - Considering both blood type and Rh factor donor

Considering both Blood Type and Rh Factor list all Bloods to which you can safely donate blood in a transfusion.

Considering both Blood Type and Rh Factor list all Bloods you can safely receive in a transfusion.

Recipient	A+	A-	B+	B-	AB+	AB-	O+	O-
A+	M	M	C	C	C	C	M	M
A-	C	M	C	C	C	C	C	M
B+	C	C	M	M	C	C	M	M
B-	C	C	C	M	C	C	C	M
AB+	M	M	M	M	M	M	M	M
AB-	C	M	C	M	C	M	C	M
O+	C	C	C	C	C	C	M	M
O-	C	C	C	C	C	C	C	M

Universal Recipient

Universal Donor

2. Continued

Explain the chart and the possibilities of results. Also explain that by carefully observing the results they can determine their own blood type, Rh factor, and (in case of accident) what blood types they can safely give and/or receive in transfusion.

Select a student who has volunteered. Have him or her seated near you; use either the 1st or 2 nd finger of the hand not normally used. Assure him or her that there will be a little pain but very slight--much like a pinprick.

With a crayon draw three circles on one slide for blood type and one circle on the second slide. The purpose is that the wax from the crayon serves as a barrier and prevents the solution and blood droplets from running together (it would ruin the results). With an alcohol-saturated cotton ball sterilize the finger to be probed. Push the blood to the end of the finger with a firm, squeezing stroke down the finger. This will help the finger to bleed easier and will get an adequate supply of blood before clotting. Using the sterile lancet, puncture the finger. Be careful to go just deep enough to get an adequate number of drops, but make sure you do go deep enough the first time--they don't like being punctured a second time. When blood is drawn, touch the finger to the center of each circle on microscope slides.

On the slide having three circles, to the left one add a drop of serum Anti A, to the center circle add a drop of serum Anti B, and to the remaining circle add a drop of serum Anti AB.

On the slide having one circle add a drop of serum Anti Rh, gently stir each with a separate toothpick. (Be especially careful in the Rh circle as the clumping can be broken up very easily).

Place the slides under the microscope and record your results on the prepared sheet. If they mix, place an "M" in that circle; if the form clumps, put a "C" in that circle. Using these results follow directions printed on the sheet to determine the blood type and Rh factor.

Then determine what blood types you can safely donate blood to and what types can be safely given to you in transfusion.

Discuss why it is important to know your blood type and Rh factor. (To give a transfusion where clumping occurs could mean death to the recipient.)

Notes

Self Knowledge

Goal 1.4

Notes

Self Knowledge

Goal 1.4

2. Continued

Discuss possibilities of how blood types are determined and used and how the serums work.

To be most effective, this material should be used in conjunction with the circulatory system or genetics and should be preceded by a study of the cell and introduction to chemistry.

> Be careful! Some students have a tendency to faint or react to the sight of blood or the smell of alcohol. Ask beforehand to prevent injury.

II. Life Roles, Settings and Events	Notes
3. Have the students help you list on the board many medical occupations. Then divide the list evenly among small groups of your students. Have each group list other occupations each one is dependent upon.	Life Roles, Settings and Events Goal 2.1
4. Invite a law enforcement official to show and tell how science is used in that field.	Goal 2.1
5. Have the students use the telephone book yellow pages to locate local businesses and industries which have something to do with chemistry. Each student can telephone one business for specific details.	Goal 2.1
6. When you study human growth and development, have students research early childhood literature to learn about the various stages of growth and the needs of children at the stages. Ask students to interview working parents to learn how they try to meet the needs of their young children and the demands of their jobs: how they combine parent and work roles. You might, instead, invite these parents as panel members to answer students' questions.	Goal 2.2
7. Here are two energy conservation ideas which you may want to use: A. Help interested students establish a speakers' bureau for elementary schools. B. Have the students invite guests to a cookout where solar energy is used for food preparation.	Goal 2.2
8. Set up a Dick Cavett Show format. Select a student who had a chemistry set as a child to play Dick Cavitt. Have as guests three or four students (who also had chemistry sets as kids). The four of them can talk about their experiences. Cavett will have to be prepared with questions to use if conversation lags.	Goal 2.3
9. Have each student grow and research the care of three house plants: --a blooming plant --a foliage plant --a succulent plant You may want to show them the Time-Life books on plants.	Goal 2.3

Notes

Life Roles, Settings and Events

Goal 2.3

10. Have the students make booklets of 35 different kinds of leaves. The booklet title can be Fingerprints of Nature.

    Prepare a handout for the students explaining and labeling:
    A. parts of the leaf
    B. simple or compound
    C. types of venation
    D. various characteristics by which leaves can be identified

    Prepare another handout which explains the requirements of the project.
    A. Give necessary information about each leaf. Leaf will be shown or placed.
    B. Place the leaf in the center of the page.
    C. Title the page with the common name above the scientific name.
    D. Describe the leaf at the bottom of the page. Explain the arrangement of leaves. (The leaves must come from trees, not bushes.)
    E. Cover the page with clear vinyl adhesive paper.

    Most helpful is a book, MISSOURI TREES, published by the University of Missouri Extension Service.

    To be most effective, this activity should be done in the spring following a study of classification and plant structure. It should stimulate interest in forestry, agriculture, botany and agronomy. It may also encourage trees and wood as hobbies.

Goal 2.4

11. Have the students collect magazine articles and newspaper clippings related to science occupations which interest them.

Goal 2.4

12. Invite the school dietician to discuss that occupation: training, salaries, work settings and entry requirements. Have the students then help you list the pros and cons of the occupation.

Goal 2.4

13. Collect the want ads from the Sunday newspapers. Bring these to class. Have the students look for chemistry-related job openings.

14. Present to the students the following handout:

Job Title _____

Name _____

Description of work: Do you like it? Why or why not?

Earnings: Do they sound satisfactory? Explain.

History of the Occupation: Did you learn anything new? What?

Working conditions/hours of work: Do you like them? Why?

Abilities/temperament required: Do you possess these? Explain.

Education and training required: Is this possible for you? Explain.

Finances required/financial aid: Can you afford the training? Explain.

Advantages/disadvantages: What do you think about these?

Outlook for the future: Will jobs be available for you? Explain.

Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

14. Continued

Suggested High School courses: List and check the ones you have.

Do you want to pursue this occupation? Explain.

Have the students choose science-related occupations to investigate. Have them use standard job reference materials such as:
--THE OCCUPATIONAL OUTLOOK HANDBOOK
--THE DICTIONARY OF OCCUPATIONAL TITLES
--THE ENCYCLOPEDIA OF CAREERS

Have them use the handout to structure their investigation of the occupations.

Goal 2.4

15. Have students decide in a discussion how dependent they are on electronic appliances and equipment.

Have them list electrical and electronic items in their homes. Have them ask parents to find out which ones are usually replaced or repaired.

Have the class list the repair persons who need a knowledge of electricity and/or electronics.

III. Life Planning

16. This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the selection of each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

A. Avoid arguing for your own individual judgment. Approach the task on the basis of logic.
B. Avoid changing your mind only to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
C. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching a decision.
D. View difference of opinion as helpful rather than as a hindrance in decision-making.

Take as much time as you need in reaching your group decision.

Then divide the class into small groups. Give each student a copy of the following handout:

Instructions: You are a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 11 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place number 1 by the most important item, the number 2 by the second most important, and so on through 11, the least important.

____box of matches	____food concentrate
____50 ft. of nylon rope	____parachute silk
____portable heating unit	____two .45 calibre pistols
____one case of dehydrated Pet Milk	____two 100 lb. tanks of oxygen
____stellar map (moon's constellations)	____life raft
	____magnetic compass

Notes

Life Planning

Goal 3.1

Notes	
Life Planning	
Goal 3.1	17. Geneticists are available to help people get information they need to decide whether or not to have a child. You can use the heredity issue to have the students make a Punnett square to see what type of offspring will result from two parents with different traits. Have a local doctor speak to students about the chromosome theory. Have the students discuss traits of their own in class.
Goal 3.1	18. Have the students research major causes of death since 1968. Then have them collect newspaper and magazine articles describing advances in medicine and technology which save and prolong life. Have them prepare inscriptions for their own tombstones which state their feelings about life and death. Have a nurse give a talk on birth control. Take the students to visit a funeral home. Have them sit in small groups and talk about their impressions of meaningful funerals.
Goal 3.1	19. Have a debate on the pros and cons of nuclear energy as a new power source. Invite a speaker from the local Civil Defense Department to present evacuation plans from nuclear power plants in case of nuclear accident.
Goal 3.2	20. Have the students do research to find the products which are derived from petroleum. Have them proceed to list the occupations connected with some of these products. Then ask them what these workers might do if jobs are no longer available.
Goal 3.3	21. Have the students make scrapbooks of magazine and newspaper clippings showing American advances through the employment of the physical sciences. This may include such things as greater food yields, machinery and medical advances.
Goal 3.4	22. Have each student put together a job portfolio of the three science areas of interest to him or her. An example might be jobs related to: --clinical microbiology --food microbiology --instructor of microbiology

IV. Academic and Vocational Skills

Notes

23. Prepare a list of all skills that you will teach during the quarter. Leave two spaces by each skill so students can check whether or not they feel they have mastered the skill. You can initial each skill mastered.

Academic and Vocational Skills

Goal 4.1

24. Have the students learn and demonstrate proper use of microscopes. Have them identify harmful micro-organisms from prepared slides.

Invite as a speaker a medical laboratory worker to describe occupations in the medical laboratory.

Goal 4.1

25. Have the students learn how chemistry affects the lives of their families. Have them list chemicals (or products) used at home in each of the following:
--laundry room
--bathroom
--kitchen
--workshop
--garage
--yard and garden

Goal 4.2

26. Have the students investigate entry requirements and post-high school training for an interesting science-related occupation. Have them write various kinds of schools in the state for information about:
--location of the school
--expenses (tuition, room, transportation board, books and other costs)
--financial aid available for which the student may qualify
--types of courses or areas of study
--entrance requirements

Goal 4.3

27. Have the students work in pairs to complete the following handout:

Goal 4.3

SAMPLES OF JOBS (SCIENCE)

EDUCATIONAL LEVEL	OCCUPATION	WORK ACTIVITY THAT USES SCIENCE
High school	1. Photographic helper	1.
	2. Nurse's aide	2.
	3. Glassblower	3.
	4. Lab assistant	4.
	5. Landscape gardener	5.
	6.	6.
	7.	7.
	8.	8.

Notes

Academic and Vocational Skills

Goal 4.3

27. Continued

Specialty Training	1. Pharmaceutical salesman	1.
	2. Research aide	2.
	3. Dental hygienist	3.
	4. Nurseryman	4.
	5. Soil conservationist	5.
	6. Anesthetist	6.
	7. X-ray technician	7.
	8. Water and wastewater technology	8.
	9. Environmental technologist	9.
	10. Respiratory therapist	10.
	11.	11.
	12.	12.
	13.	13.
College or Graduate School	1. Science teacher	1.
	2. Horticulturist	2.
	3. Dentist	3.
	4. Nurse	4.
	5. Engineer	5.
	6. Dietitian	6.
	7. Home economist	7.
	8. Physical therapist	8.
	9. Public health sanitarian	9.
	10. Doctor (MD)	10.
	11. Optometrist	11.
	12. Medical technologist	12.
	13. Chiropractor	13.
	14.	14.
	15.	15.
	16.	16.

Goal 4.4

28. Invite an employer who is knowledgeable about interviewing techniques. Have this person explain what he or she looks for in an interview. Ask this person to describe a job opening in his or her company. Ask a student to volunteer to role play an applicant for this job.

Then distribute copies of TYPICAL INTERVIEW QUESTIONS and have students write out the answers. The next day they can sit in small groups to share their responses with one another.

28. Continued

TYPICAL INTERVIEW QUESTIONS

1. Why are you applying for this job?
2. What is your present job?
3. What are your responsibilities at your present job?
4. Why are you considering leaving your present job?
5. What is the extent of your formal education?
6. Where did you receive your training?
7. What other jobs have you held in this or in a similar area?
8. What were your responsibilities?
9. How often have you been absent from your present job within the past year?
10. How often have you been late for work during the past year?
11. Have you ever been arrested?
12. What community organizations do you belong to? Have you held any offices in them?
13. What are some of your interests or leisure time activities?
14. Do you mind irregular working hours?
15. Would you be willing to relocate? to travel?
16. What minimum salary are you prepared to accept?
17. What job do you expect to be doing in five years?

29. Suppose you are personnel manager in a rather large company and your future with this company depends on how well you do your job. You (as personnel manager) must select the right people to work at this industry; otherwise the organization cannot operate profitably. List eight qualities you would require of people you employ.

Notes

Academic and Vocational Skills

Goal 4.4

Goal 4.4

Introduction
English Activities
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Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
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SOCIAL STUDIES ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Have the students interview employed adults. They should ask the adults to list ten friends and tell where they met them. Have the students report to class the number of friends each adult met "at work."

Goal 1.1

2. Have each student write a positive statement about each of the following:

   - himself or herself
   - family
   - school
   - a friend

   Then have the students write short papers describing a mentally healthy person. Have them compare their descriptions in small groups.

Goal 1.1

3. Have each student select a famous minority group American. Have the students research their backgrounds, hardships and contributions. Have the students share this information with their classmates.

Goal 1.1

4. Research by psychologists has shown that an important aspect of our reactions to other people is their appearance. Have students respond on the handout; then compare answers in small groups.

APPEARANCE DISCUSSION SHEET

	Not At all Important	Slightly Important	Somewhat Important	Very Important
1. Height	_____	_____	_____	_____
2. Weight	_____	_____	_____	_____
3. Clothing	_____	_____	_____	_____
4. Cleanliness	_____	_____	_____	_____
5. Age	_____	_____	_____	_____
6. Glasses or not	_____	_____	_____	_____
7. Figure	_____	_____	_____	_____
8. Language	_____	_____	_____	_____
9. Teeth	_____	_____	_____	_____
10. General attractiveness	_____	_____	_____	_____

Do you think people should pay money to:

	Yes	No
1. have their teeth straightened?	____	____
2. wear contact lenses?	____	____
3. have hair transplanted (if bald)?	____	____
4. lose lots of weight?	____	____
5. buy expensive clothes?	____	____
6. buy cosmetics or deodorants?	____	____

Notes	
Self Knowledge	To give more structure to a group discussion, have the students in each group tally their responses then share the results with the whole class.
Goal 1.1	5. With all the extra time we have today, do you think that people are as willing to help others as before? Make a list of the last few times that someone has helped you do something. Also, make a list of the last few times that you helped someone else. Compare the two lists. Why do you think that someone was willing to help you?
Goal 1.2	6. Have the students write their own autobiographies. They should focus on things that made them unique at the various stages. This can include abilities, interests, hobbies, personalities, physical characteristics and so on.
Goal 1.2	7. Have the students keep diaries. Have them record, especially, conflicts with adults. Have them do this for one month. Then have them analyze each situation to label the two conflicting values involved.
Goal 1.2	8. Have the students assume they are planning to start their own businesses. They each need ten employees. Have them list desirable characteristics that they would look for in their employees. Assemble the students in small groups to read their lists and tell why each characteristic is important.

II. Life Roles, Settings and Events

Notes

Life Roles, Settings and Events

9. Have the students interview working members of the community to discover non-monetary rewards for work done on the job. Have them bring their findings to class. Help them tally these rewards on the chalk board. — Goal 2.1

10. Have the students describe a natural disaster or physical crisis that would affect your community. Have them list the occupations or workers needed to get the community back on its feet. — Goal 2.1

11. Have the students bring newspaper and magazine ads which stereotype women. Have the students paste them on a chart which looks something like this: — Goal 2.1

STEREOTYPES OF WOMEN				
Shrew	Spendthrift	Inept	Housewife	Helpless

12. Have the students bring magazine and newspaper articles describing social problems. Have the students work in small groups to list occupations which attempt to solve each problem. — Goal 2.1

13. Have the students discuss the energy crisis. The class can be broken down into small groups to answer the following questions: — Goal 2.2

    A. Who or what caused the energy crisis?

    B. What are the consequences and effects of the energy crisis?

    C. What can be done about the energy crisis?

    A report from each group should be made to the class in order to compile a comprehensive list.

14. Have the students write letters to political candidates volunteering to work for them in the county area. — Goal 2.2

15. Invite to class the following people: — Goal 2.2

    - a mother employed outside the home
    - a mother not employed outside the home
    - a husband whose wife is employed outside the home
    - a husband whose wife is not employed outside the home

Notes	
Life Roles, Settings and Events	
Goal 2.2	15. Continued Have them sit on a panel to respond to such questions as: A. How do you feel about working mothers? B. Did you mother work? C. How do you manage the family service maintenance routine? D. What are the effects on children of both parents' being employed outside the home?
Goal 2.2	16. Explain that when students become wage earners they also become taxpayers. Have them bring magazine and newspaper clippings on the subject of taxes. Have them post these on a bulletin board after summarizing the articles for one another.
Goal 2.2	17. Help students become aware of the needs and changing features of the developing infant throughout the first year of life. Help them also become aware of the fact that parenting is a twenty-four-hour-a-day job. When you show the films on pregnancy, childbirth and personality development, invite parents to share their experiences. You may also want to invite La Leche League representatives to discuss the advantages and disadvantages of breast feeding. Assign students the task of observing babies and interviewing their mothers. Distribute copies of the following handout to help structure students' observations: OBSERVATION NAME_____ Name: Age: Changes since birth: Weight at birth_____ Now____ Length at birth_____ Now____ Daily Schedule: Food eaten: Diet supplements: Mealtime practices: Clothing articles: Methods of diapering: Dressing, undressing: Sleep requirements: Sleep positions:

17. Continued

Bathtime:

Vaccinations:

Body control:

Head control-

Eye movement-

Lip movement-

Trunk control-

Arm control-

Hand control-

Leg control-

Play skills:

18. Have the students prepare autobiographies. They should focus on choice points in their lives. (These are decisions they made which changed the course of their lives.)

19. Have each student research what is happening in St. Louis or Kansas City in the fine arts. Students should be encouraged to use newspapers, radio and other media for this assignment. Either an oral presentation or some special project such as a bulletin board could be used.

20. The students should, as a result of this activity, become familiar with the types of recreation available in Missouri.

    A. Have each student make a list of his or her favorite types of recreation activities in which he or she now participates.

    B. Have the students make a list of recreational activities in which they would like to participate if given the opportunity.

    C. Divide the class into groups. Each group will research a recreational activity and make a presentation to the rest of the class. The presentation should include the following:

        1. Physical and other benefits of the activities
        2. Can the activity be found in our area?
        3. Does the person have to purchase special equipment before he or she can participate? If cost is involved, how much?
        4. What age groups can participate?
        5. What occupations are available in the field?

Notes

Life Roles, Settings and Events

Goal 2.2

Goal 2.2

Goal 2.3

Notes Life Roles, Settings and Events Goal 2.3	21. Each student will plan a weekend trip in Missouri from Friday evening to Sunday afternoon. The trip must be at least 100 miles from home. Each student will make a budget projecting all the expenses which will probably be incurred. Examples of probable expenses would be: 1. Gasoline 2. Food 3. Lodging 4. Entertainment Each student will submit an itinerary of the trip.
Goal 2.3	22. Explain that people volunteer their time to action groups. Ask them to think about social change they would like to have occur. Have them share their responses in small groups. Invite adult community members who participate in social action groups. Ask them to explain: -the social change they want -their work -their life styles -their volunteer work
Goal 2.3	23. Have the students list on a chart paper all the community's organizations. (They will have to ask parents and telephone City Hall to get the information.) Then have each student select four organizations to investigate and report on. The report on each should include: -accurate name of organization -address -phone number -purpose of organization -services of organization -support -territory served -management -why this group interests me
Goal 2.3	24. Many communities have historical restoration projects under way. Invite a member from a community organization involved in such a project. Have this person describe the project and the problems which had to be overcome.
Goal 2.3	25. Have the students complete the following handout:

25. Continued

POSSIBILITIES TO EXPLORE

Leisure-time Activities	Interest	Aptitudes	Resources
1.			
2.			
3.			

Have them list on the left, three activities which sound interesting. Have them do interviews and research to find the interest, aptitudes and resources required for each potential activity. Have them share the results in small groups.

26. We have learned that archaeology, one of many branches in the broad field of social science, is concerned with the recovery and study of the material remains of humanity's past. Archaeologists use their discoveries as clues in helping them to understand the lives of those who made and used them. Your assignment will be to assemble a "time capsule" containing artifacts (newspapers, souvenirs, magazine articles, pictures, etc.) which you believe would help archaeologists living in the year 2979 understand life as we know it today in 1979. The material you decide to include in your time capsule will be what future archaeologists will use to understand life in the United States at the present time.

You and two other people should act as a group in deciding what material should be included in the time capsule. It is not necessary that all group members agree on what is to be included, but each should be open to the suggestions and comments of the others. You should also be prepared to give reasons why certain items were included above others.

The following list describes the types of information future social scientists may find useful studying in the year 2979.

A. Evidence concerning the natural and physical environment to include the type of soil, kinds of animals and plants and land features; and a map showing the geographic features and locations of society.

B. Evidence of rules, laws, politics and concern for the rights of each person.

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

26. Continued

C. Evidence of beliefts and values (what society considered to be important), including religions and superstitions.

D. Evidence of physical traits and mental abilities including areas of education and communication.

E. Evidence about how humanity lives with the rest of humanity to include family organization, class structure, roles of people in society and common traditions and customs.

F. Evidence concerning the economy, division of labor, inventions and the types of goods and services and their uses.

G. Evidence concerning art, architecture, music, literature, drama and theatre, sports and recreational activities.

H. Evidence about humanity's dress and culture not mentioned in any other category.

I. Evidence concerning the relations of different societies to each other.

Goal 2.4

27. Ask a police officer to come to your class to be interviewed. The students should be prepared to ask at least the following questions:

1. What is the major function of the police?
2. How does the work of a uniformed police officer differ from that of a detective?
3. How much time does a police officer spend in keeping records?
4. What causes crime?
5. How can crime be prevented?
6. Why did you become a police officer?
7. What qualities should a good police officer have?
8. What are the requirements to become a police officer?
9. What are some of the most common offenses?
10. What is the general procedure followed when a juvenile has been picked up?

Goal 2.4

28. The Missouri Bar Association will provide you with a script of a trial. Pamphlets and brochures are also available. The students should do individual research for their respective roles in the drama. The material can be obtained from either of the following two sources:

28. Continued

--R. Scott Smith, Field Director
Missouri Bar Association
PO Box 119
Jefferson City, Missouri 65101

--Bar Association of Metropolitan St. Louis
Downtown Office: 806 St. Charles Street
St. Louis, Missouri
Phone: 421-4134

Clayton Office: 7777 Bonhomme
Phone: 721-6422

29. Have the counselor administer, score and explain an interest inventory or other self-assessment instrument. Then ask this person to explain the occupational preparation and work of a counselor. Ask this person to describe psychology courses taken. The speaker can also explain various kinds of psychologists, their tasks and work settings.

Have the students use standard job reference materials to compare various fields of psychology. They can put their information on the following handout:

PSYCHOLOGY

	Work Tasks	Work Settings	Occupational Preparation	Outlook	Earnings
Industrial Psychology					
Educational Psychology					
Experimental Psychology					
Clinical Psychology					

Notes

Life Roles, Settings and Events

Goal 2.4

Goal 2.4

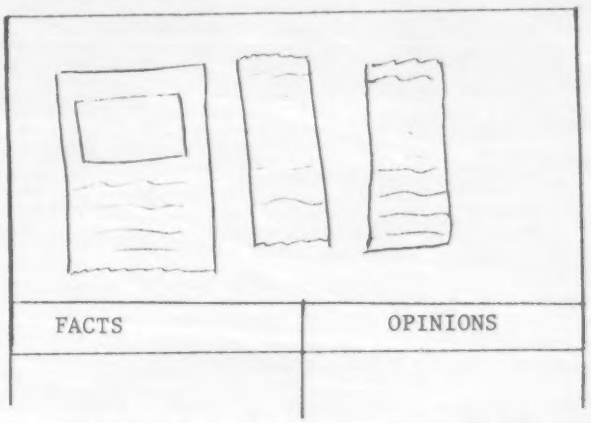
Notes

Life Planning

Goal 3.1

III. Life Planning

30. Have each student bring a newspaper clipping of a current event on the international scene. Have each one divide a paper in half. On one side he or she will list facts related to the event; on the other, opinions. The article can be attached to the sheet of paper



Explain that decision making requires facts and information. Opinions can be helpful but facts are necessary!

Notes

Life Planning

Goal 3.1

31. Many people have moved to the U.S. from other countries to find jobs and a better life style. Would you consider a similar move? Pick a country outside of North America where you might go. What problems might you have adjusting to this new home? List five things you would need to have a good life in this country. List them in rank order; that is, your first choice on top, your second choice next and so on to your last choice.

Have the students share their responses and their rank orders in small groups.

Goal 3.1

32. Have the students browse through magazines and newspapers for about half an hour. They should look for articles on social problems. Have each one list the five most serious problems facing our society today. Then have each student put his or her list in rank order. Have them read their rank orders aloud while a student tallies these on the chalkboard.

33. Our friends and family often help us to achieve our goals by encouraging us to learn more and to do more. We have the same impact on them. List below the areas where your friends and family encourage you, and the areas where you try to stimulate them to greater efforts.

AREAS WHERE MY FRIENDS AND FAMILY ENCOURAGED ME	
FRIENDS (For example, sports or music)	FAMILY (For example, grades or personal habits)

AREAS WHERE I TRY TO ENCOURAGE OTHERS (List names if it helps you think)	
FRIENDS	FAMILY

WHAT PATTERNS DO YOU SEE? ARE YOU GETTING ENOUGH ENCOURAGEMENT? ARE YOU GIVING ENOUGH?

34. The objective of this activity is to help students understand how the stock market functions.

A. Using examples from the financial page, each student should be able to understand all the different parts of an individual quotation.

B. Each student is given $1000 to invest in the stock of his/her choice from the New York Stock Exchange.

Goal 3.2

Notes

Life Planning

Goal 3.2

Goal 3.2

34. Continued

C. Each student should figure:
   1. How many shares can be purchased with $1000.
   2. What his or her total investment would be (price per share times number of shares purchased).

D. A chart will be posted with the following information:
   1. name of corporation
   2. total investment
   3. number of shares purchased
   4. cost per share

E. Periodically, usually once a week, a new price will be posted.

F. The financial page should be posted so each student can follow the progress of his or her stock.

G. Students should be encouraged to chart their own stock.

H. At the end of the period of time, usually several months, the stock is sold with each student computing loss or gain.

I. An additional step can be added with the teacher acting as a broker and each student paying brokerage fees when he or she buys or sells.

Goal 3.3

35. The students need to understand the changing employment patterns in recent generations. Have them research the following:

A. What occupations did your grandparents experience that do not exist today?

B. What changes have occurred in your parents' occupations?

The material can be presented to the entire class in the form of oral summaries.

36. Students are to imagine they are living in the French Colonial period of Missouri history. The students will write using one of the following: --a letter to someone back home in France --a diary to cover at least a week in time --a short story --a play Whatever choice is made should include the following descriptions: --homes --transportation --occupation --relation with Indians --education --recreation --food --dress	Goal 3.3
37. Invite as a resource person a production manager to speak about technological changes and their effects on employees. This person can also tell about his or her company's in-service programs to help employees keep their skills up to date.	Goal 3.3
38. Have each student begin a planning file. In this will be kept such things as: --self-assessments --achievement tests --information about the world of work --job-seeking skills --interesting job want ads --relevant handouts	Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	39. The students will gain an understanding of the process of news publishing by writing a newspaper front page covering any year from the establishment of the Thirteen Colonies to the American Revolution. The headline story should cover some major event with smaller articles being developed to complete the page. Another group can develop a front page using the British point of view for the events above.
Goal 4.1	40. Have the students prepare political cartoons to summarize or present important political, social or economic problems of post-Civil War United States. In another assignment they could cartoon one of the major scandals that developed under Grant's Administration. They can also cartoon current events.
Goal 4.1	41. Have the students write imaginary diaries of a trip westward. (Take them to Arrow Rock to describe the buying of provisions and setting out on the Santa Fe Trail.) Have them focus on the specific hardships pioneers might have encountered. This and the cartooning activities require much background reading and information to be a joyous task. This may give students insights into the writing of historical fiction.
Goal 4.2	42. Here are several activities to help students understand insurance. You can assign different tasks to different groups of students. A. Have students prepare a bulletin board showing sample insurance policies and pictures of risks ordinarily covered by insurance. B. Have the students find newspaper articles describing losses which are typically covered by some form of insurance. They should summarize their articles and decide which insurance that might be. C. Have the students collect pamphlets describing the services offered by commercial health insurance companies. Help the students prepare a chart comparing rates and benefits. D. Investigate and report on Missouri's regulation of insurance companies.

42. Continued

E. Prepare a chart showing the different types of life insurance. Show the purpose, advantages and disadvantages of each.

F. Compare the advantages and disadvantages of low-cost auto insurance companies, such as Allstate or State Farm, and a "premium" company, such as Aetna. Prepare a presentation of the information for the rest of the class.

G. Invite a social security officer to present information on O.A.S.D.I. insurance.

H. Invite an auto insurance agent to speak to the class on the topic "How to Get the Best Coverage in Automobile Insurance" or "Tips in Buying Automobile Insurance."

I. Report on the procedure and cost of obtaining a loan on a life insurance policy.

J. Plan a debate for class presentation of the topic: "Resolved: auto liability insurance is the most important kind of auto insurance."

K. Plan a debate on the topic: "Resolved: the state should require all drivers to carry liability insurance on their automobiles."

L. Have a rap session on the topic: "The insurance agent is as important as the insurance policy."

M. Investigate why rates on insurance vary in different localities. Prepare a presentation for the class.

43. Have the students each select a different automobile and investigate to find its average miles per gallon. Have them post these from most miles per gallon to least on a chart.

Notes

Academic and Vocational Skills

Goal 4.2

Goal 4.2

44. Have the students work in pairs to complete the following handout:

SAMPLES OF JOBS (SOCIAL STUDIES)

Level of Education	Occupation	A Work Activity which uses Social Studies
High School	1. Religious worker 2. Taxi driver 3. Museum guide 4. 5. 6.	1. 2. 3. 4. 5. 6.
Specialty Training	1. Detective 2. Sales person 3. Insurance agent 4. Police officer 5. Travel agent 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
College or graduate school	1. Psychologist 2. Lawyer 3. Government official 4. FBI agent 5. Travel agent	1. 2. 3. 4. 5. 6.
College or graduate school	6. Foreign Correspondent 7. Newspaper editor 8. Sociologist 9. Counselor 10. Teacher 11. 12. 13.	7. 8. 9. 10. 11. 12. 13. 14.

Notes

Academic and Vocational Skills

Goal 4.3

45. Have the students prepare for job interviews by writing out answers to as many as possible of these questions:

SAMPLE INTERVIEW QUESTIONS

QUESTIONS ABOUT YOU:

1. Tell me about yourself . . . about your family.
2. Where did you go to school? Did you graduate?
3. Did you earn any of your own expense money while you were in school?
4. Are you in good health?
5. What jobs have you held? How did you get them? Why did you leave each one?
6. Where do you live?
7. What are your hobbies? How do you spend your spare time?
8. What have you done which shows you have initiative and can accept responsibility?
9. What books have you read lately? What magazines and/or newspapers do you read regularly?
10. Is it an effort for you to be tolerant of persons with a background and interests different from your own?

QUESTIONS ABOUT YOUR JOB TRAINING:

1. Did you take a vocational program in high school or in a technical school?
2. In what subject did you make your best grades? Your poorest grades?
3. What kinds of job experiences have you had which you feel are especially valuable to you?
4. What is your chosen field of work? Are there "job hazards" (either physical or psychological) in your chosen field? If there are, name one or two.
5. If necessary, can you forget what you've learned and start new training?
6. How would you rate your training for this job?
   ____ Very Good ____ Good ____Fair
7. Do you have any plans for continuing your studies while on the job? Why or why not?
8. What extracurricular activities did you participate in at school? Why were they worth the time you spent?
9. What are your own special abilities?
10. Do you think it's fair for an employer to consider grades and/or school attendance when he evaluates an applicant? Why or why not?

45. Continued

QUESTIONS ABOUT THE JOB:

1. What kind of job do you want?
2. Do you want temporary or permanent work?
3. Why did you decide you wanted this kind of job?
4. Why do you think you want to work for this company?
5. What skills or qualifications do you have that make you think you can do the job?
6. How much money do you think you should get for this job?
7. Do you have a specific job or goal you want to work toward?
8. What personal characteristics and what kind of performance records do you think are needed to succeed in your vocation?
9. Would you be willing to move to another neighborhood, or even another city, if the job required it?
10. Do you like to work with people or do you work best alone?

46. Here is another handout to help students develop pre-employment skills:

CHECKLIST FOR MAKING AN APPOINTMENT BY PHONE

	YES	NO
1. Was prepared before calling	_____	_____
2. Did not have to stammer to find the right words	_____	_____
3. Identified self immediately	_____	_____
4. Stated reason for calling immediately	_____	_____
5. Asked when would be the best time for the employer to schedule interview	_____	_____
6. Was courteous and friendly	_____	_____
7. Thanked the receptionist	_____	_____
8. Made record of the interview; date, hour and place	_____	_____

Notes

Academic and Vocational Skills

Goal 4.4

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

47. Have the students complete this handout to practice preparing a resume.

1. Personal Information

Name (First, MI, Last - no nicknames)

_____

Local Mailing Address

_____

_____

Permanent Mailing Address (if different from above)

_____

_____

Social Security number

_____-___-_____

Date of Birth _____

Place of Birth _____

Height _____ Weight _____

Health (Excellent, Good, Fair, Poor)_____

Marital Status (Married, Single, Divorced, Separated) _____

Number of children(if any)_____

Miscellaneous _____

_____

2. Educational Background

List most recent schools first.

School	City/State	Dates Attended	Degree/ Diploma
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. School Activities

Extracurricular Activities/Offices/Honors

_____ _____

_____ _____

_____ _____

47. Continued

4. Work experience

List most recent jobs first. Include full-time, part-time, summer and volunteer work.

Job Title	Employer	Dates of Employment	Description of Duties

5. Interests

List hobbies, community organizations and any other activities.

6. References

Name	Position	Address

48. Have the students prepare posters illustrating ways to hold a job:
--Respect yourself and your co-workers.
--Develop positive work traits and eliminate negative work traits.
--Report to work on time.
--Be fit and alert.
--Follow the rules of the company.
--Keep a learning attitude.
--Increase your efficiency and productivity.
--Look good.

Notes

Academic and Vocational Skills

Goal 4.4

Goal 4.4

Notes	
Academic and Vocational Skills Goal 4.4	49. Have students prepare 3 X 5 cards with vital information to carry with them. This should help expedite the completion of application forms. Cards can obtain: --Social Security number --educational record --references
Goal 4.4	50. Have a panel of community business persons describe what they look for in personal interviews. Have them answer students' questions.

APPENDIX A

TEACHING POINTS FOR LEARNING AREA OF SELF KNOWLEDGE

(SENIOR HIGH)

Mo. C.E.D.S. Goal	Teaching Points
1.1 Friendship	--getting along better with peers --improving their relationships with adults --understanding better how to give and receive friendship --developing close and lasting friendships
1.2 Personal characteristics affect interpersonal relationships	--being able to resolve value conflicts with adults --knowing what they do that affects the way others view them --knowing how to change things about themselves that they do not like --understanding how their feelings affect their behavior with others
1.3 Open communication	--telling others more easily what they think and how they feel --being able to talk with someone when they have a problem --talking more easily with their families --learning how to express their feelings instead of keeping them to themselves
1.4 Functioning in a variety of situations	--knowing how to handle pressure from kids their own age --getting less "uptight" when things go wrong --knowing how to get along in social situations as well as work situations --knowing how to stand up for their beliefs

Introduction
English Activities
Fine Arts Activities
Foreign Language Activities
Guidance Activities
Health and Physical Education Activities
Mathematics Activities
Practical Arts Activities
Science Activities
Social Studies Activities
Appendicies

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(SENIOR HIGH)

Mo. C.E.D.S. Goal	Teaching Points
2.1 Importance of occupations to society	--understanding the advantages and disadvantages of jobs --recognizing occupational stereotyping --developing an appreciation of how all occupations and workers are important to our community --understanding how different occupations are dependent upon each other
2.2 Interrelationship of roles	--understanding and appreciating the importance of work on their lives --knowing how to become involved in community groups --understanding the influence of sex-role stereotyping at home, school and work --being able to solve conflicts between their parents' expectations and peer pressures
2.3 Leisure time	--developing a personalized plan for life-long physical fitness --knowing what leisure and recreational activities best fit their interests and skills --knowing how to use their time better so they have time to do whatever they choose --developing life-long recreational interests that will make their leisure time enjoyable
2.4 Characteristics of various occupations	--knowing the general daily activities that are performed on various jobs --knowing the specific characteristics of various jobs, such as pay, training required, work hours, opportunity for advancement, vacation and demand for the job --knowing how to use standard job reference materials, such as The Occupational Outlook Handbook, The Dictionary of Occupational Titles and The Encyclopedia of Careers --determining whether their interests, values and abilities match those needed in various jobs

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(SENIOR HIGH)

Mo. C.E.D.S. Goal	Teaching Points
3.1 Decision making	--knowing how their values affect their occupational choices --knowing how their values affect their lives --knowing how to make decisions about school problems --being able to make decisions as they study life career possibilities
3.2 Planning	--saving money for the things they need and/or want --developing a sense of purpose in their lives by setting goals they can achieve --focusing on occupations that make use of their personal talents --developing plans which will help them reach their educational and occupational goals
3.3 Flexibility in planning	--learning how to adapt to change --knowing how to re-assess and re-evaluate their goals --developing a flexible life career plan --considering alternatives available to them after completion of high school
3.4 Assuming responsibility for own planning	--taking responsibility for exploring alternatives when their plans are changed --taking responsibility for developing plans that will help them reach their educational and/or occupational goals --taking action toward solving their own problems --taking responsibility for developing attitudes and behaviors that will help them reach their goals

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(SENIOR HIGH)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--developing effective study skills --knowing exactly what is expected of them in class --improving their understanding of what they read --improving their ability to take notes in class
4.2 Applying what is learned in school	--developing a working knowledge of insurance and taxes --knowing how to use all banking services --understanding the interest costs of credit purchases and installment buying --knowing services available to them in their community
4.3 Educational prerequisites of occupations	--becoming aware of occupational training offered in their high interest areas --learning more about requirements for various educational and training opportunities --knowing which courses are appropriate to their life career goals --knowing how much education and training will be needed for the occupations they plan to enter
4.4 Pre-employment skills	--being able to apply for a job both in writing and in person --being able to arrange for and participate in job interviews --knowing how to find and use the various resources available to them when looking for jobs --knowing what habits and attitudes employers like